

MontCAS English Language Proficiency (ELP) Assessment

Technical Report

2007-2008



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MontCAS English Language Proficiency (ELP) 2007-2008 Technical Report

1. Purpose of the Technical Report

The purpose of this report is to provide the Montana Office of Public Instruction (OPI) as well as Montana educators, citizens, researchers, and other interested parties with technical documentation for the development, administration, and reporting of the Fall 2007 Administration of the MontCAS English Language Proficiency Assessment (MontCAS ELP). This report includes evidence of the reliability and validity of the assessment as well as other information about test administration and results. Although this technical report covers the 2007-2008 administration of the MontCAS ELP, some data from the previous administration are included for reference and comparison.

2. Description of the MontCAS ELP

2.1 Purpose of the MontCAS ELP. The Montana English Language Proficiency Assessment (MontCAS ELP) is an assessment of English language proficiency for grades K-12. It is a modified version of an assessment developed for the Mountain West Consortium and designed to fulfill the requirements of 'No Child Left Behind' (NCLB) legislation. The MontCAS ELP assesses English proficiency in Listening, Speaking, Reading, and Writing, and reports scores in each of those language domains as well as in Comprehension (a combination of select items from the Listening and Reading test) and a total score, representing overall English proficiency. The MontCAS ELP was designed to assess the status of a student's proficiency in English and to measure progress in attaining English proficiency.

The MontCAS ELP was designed to be administered to all students who have been identified as 'limited English proficient' (LEP) in the State of Montana. The process for identifying students as LEP is controlled at the district level and may include administering the Home Language Survey as well as one or more of a number of assessments. The instructions printed in the MontCAS ELP Examiner Manuals read as follows:

"Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered when identifying LEP students. A student must be identified as one of the following:

- 1. an individual who was not born in the U.S. or whose native language is a language other than English;
- 2. an individual who comes from an environment where a language other than English is dominant;

3. an individual who is American Indian or Alaskan Native and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.

The student must also have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society."

The LEP population in the state of Montana is different from that of many other states. In Montana, up to 80% of the students identified as LEP are of American Indian descent and are very likely growing up in a community where English is the primary language. The English used in that community may very well be a nonstandard version. The uniqueness of student populations in the Western United States, including the prevalence of students of American Indians descent, was part of the impetus for the formation of the Mountain West Consortium. And the test development procedures (Matthews, 2007) took the characteristics of the student population in member states into consideration. Although the population in Montana includes a higher percentage of students of American Indian descent, that population is not qualitatively different from that of other Mountain West member states.

2.2 Past and Present MontCAS ELP Forms. The first set of MontCAS ELP forms, designated MontCAS ELP Fall 2006, was administered in Fall 2006. These forms were based on Mountain West Form I and were previously administered in Idaho as the Idaho English Language Proficiency Assessment (IELA). More detailed information about these forms is included in the MontCAS ELP Technical Report, 2006-2007.

A second set of MontCAS ELP forms, designated MontCAS ELP 2007-2008, was administered in fall 2007. The MontCAS ELP 2007-2008 forms were similar in structure to the MontCAS ELP 2006 forms but with approximately 70% different items. The new items on MontCAS ELP 2007-2008 were developed as part of the original Mountain West Consortium item development and were drawn from the Mountain West item bank (i.e., Forms II and III). Item development was done in accordance with procedures outlined in Matthews (2007). New items were reviewed for content and structure and edited where appropriate. Directions for administration were revised, where necessary and appropriate, to conform to the conventions adopted in MontCAS ELP 2006. The MontCAS ELP 2007-2008 forms were previously administered in Idaho in Spring 2007 as the IELA. All edits to items were made in advance of the administration of the test in Idaho. Items that were in common between the 2006-2007 and 2007-2008 forms served as anchor items to equate the 2007-2008 to the 2006-2007 forms. More details on the equating are provided in a later section of this report.

2.3 Structure of the MontCAS ELP. The Montana English Language Proficiency Assessment (MontCAS ELP) is an assessment of English language proficiency for grades K-12. The MontCAS ELP assesses English proficiency in Listening, Speaking, Reading, and Writing and reports scores in each of those language domains as well as in Comprehension (a combination of select items from the Listening and Reading test) and a total score, representing overall English proficiency. MontCAS ELP test forms were designed for specific grade/grade clusters, K, 1-2, 3-5, 6-8, and 9-12, as shown in Table 1. For every grade cluster except Kindergarten, there are two forms differentiated by a number suffix (e.g., C1 and C2). The level 1 forms were designed to be administered to students on the lower end of the English proficiency scale (i.e., Beginner) and the level 2 forms designed for students on the upper end of the scale (i.e., Intermediate and Advanced). Within each grade cluster, the Listening and Speaking tests on level 1 and 2 forms are identical (i.e., feature the same items). The Reading and Writing tests on level 1 and 2 forms within a grade cluster are different, both in terms of the numbers of items and the content, although there are common items that link the level 1 and level 2 forms..

Table 1 shows for each test form, the grade cluster in which it is administered and the numbers of items by item type in each language domain as well as the number of points represented by those items. The items and points in the Comprehension column do not contribute to the Totals shown in the last two columns because all Comprehension items are part of the Listening or Reading tests.

All Listening and Reading items were eligible to be included on the Comprehension test. Those items that assessed a lower-level reading skill (e.g., letter identification, sound-symbol correspondence) were not included as comprehension. In addition, stand-alone vocabulary items were not included although vocabulary-in-context items were included. Two individuals with extensive experience in test development independently identified those items on the Listening and Reading subtests that assessed comprehension. On those occasions where they disagreed, a third person evaluated the item and broke the tie.

Table 1. Structure and Content of MontCAS ELP 2007-2008 Test Forms

Form	Grade	Item	Lis	ten	Spe	eak	Re	ad	Wr	ite	Со	mp	То	tal
FOIIII	Cluster	Type	ltm	Pts										
		MC	9	9	-	-	23	23	-	-	16	16	32	32
Α	K	SA	13	13	10	10	13	13	-	-	13	13	36	36
A	N.	ER	-	-	4	12	1	-	-	-	-	-	4	12
		Total	22	22	14	22	36	36	22*	22*	29	29	94	102
		MC	22	22	-	_	15	15	_	_	31	31	37	37
D4		SA	-	-	10	10	-	-	11	11	-	-	21	21
B1		ER	-	-	4	12	-	-	2	4	-	-	6	16
	4.0	Total	22	22	14	22	15	15	13	15	31	31	64	74
	1-2	MC	22	22	-	-	20	20	-	-	39	39	42	42
Ba		SA	-	-	10	10	-	-	10	10	-	-	20	20
B2		ER	-	-	4	12	-	-	3	10	-	-	7	22
		Total	22	22	14	22	20	20	13	20	39	39	69	84
		MC	22	22	_	_	15	15	4	4	31	31	41	41
		SA	-	-	10	10	-	-	5	5	-	-	15	15
C1		ER	_	_	4	12	_	_	2	6	_	_	6	18
		Total	22	22	14	22	15	15	11	15	31	31	62	74
	3-5	MC	22	22	-	-	18	18	9	9	37	37	49	49
		SA	-	-	10	10	1	2	-	-	1	2	11	12
C2		ER	-	-	4	12	-	-	3	10	-	-	7	22
		Total	22	22	14	22	19	20	12	19	38	39	67	83
		MC	22	22	_	_	15	15	5	5	32	32	42	42
		SA			10	10	-	-	4	4	-	-	14	14
D1		ER	_	_	4	12	_	_	2	6	_	_	6	18
		Total	22	22	14	22	15	15	11	15	32	32	62	74
	6-8	MC	22	22	-	-	18	18	10	10	38	38	50	50
D0		SA	-	-	10	10	-	-	-	-	-	-	10	10
D2		ER	-	-	4	12	2	6	3	10	2	6	9	28
		Total	22	22	14	22	20	24	13	20	40	44	69	88

Table 1. Structure and Content of MontCAS ELP 2007-2008 Te	est Forms (continued)
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Form	Grade	Item	Lis	ten	Spe	eak	Re	ad	Wı	ite	Co	mp	То	tal
	Cluster	Type	ltm	Pts										
		MC	22	22	-	-	15	15	7	7	32	32	44	44
E1		SA	-	-	10	10	-	-	2	2	-	-	12	12
		ER	-	-	4	12	-	-	2	6	-	-	6	18
	9-12	Total	22	22	14	22	15	15	11	15	32	32	62	74
	3-1Z	MC	22	22	-	-	19	19	10	10	39	39	51	51
E2		SA	-	-	10	10	-	-	-	-	-	-	10	10
E 2		ER	-	-	4	12	2	6	3	10	2	6	9	28
		Total	22	22	14	22	21	25	13	20	41	45	70	89

^{*} Items on the Kindergarten Writing test are configured as a checklist completed by the examiner. MC - Multiple Choice; SA - Short Answer; ER - Extended Response

2.4 Alignment of the MontCAS ELP. An alignment study of the MontCAS ELP to the Montana English Language Proficiency Standards has not yet been completed. In the development of the Mountain West Consortium Test (Matthews, 2007), the member states of the consortium developed a set of common English language development (ELD) standards. The MWAC ELD standards were used to guide item development for the Mountain West Test.

3. MontCAS ELP 2007-2008 Administration

- **3.1 Testing Window.** The testing window for MontCAS ELP 2007-2008 was October 23 through November 23, 2007. All test materials were to be returned to Questar by December 14, 2007.
- 3.2 Assessment Training. To prepare systems for the administration of the 2007-2008 MontCAS ELP, a Training PowerPoint Presentation was created to cover three main areas: What's New, Test Administration, and Post-Test Instructions. A Training CD with this presentation was shipped to all systems with a known LEP population on September 10, 2007 and the presentation was posted to the Office of Public Instruction website, http://opi.mt.gov/assessment/ELP.html. A Training Handout, which showed each slide from the Training Presentation, was also provided. The General Instructions from each Examiner Manual (Form A, Form B, Form C, Form D, and Form E) were also posted on the OPI website to allow test coordinators a chance to begin preparing before assessment materials arrived.

Each System Test Coordinator was encouraged to read through these presentations prior to administration and to consider using the PowerPoint presentations to train test administrators.

To prepare for testing, examiners were instructed (in the examiner manual) to:

- read the manual completely;
- ensure that they had adequate materials for all students who would be tested;
- notify students in advance of testing;
- affix student barcode labels to the scannable test booklets OR print student name on the front cover if the barcode labels have not yet arrived; and
- secure a CD player (or computer with CD-ROM drive, sound card and speakers) for administering the Listening test, and check the CD and the sound quality.
- **3.3 Examiner Scripts.** Specific step-by-step instructions and script were provided for each test form in an examiner manual specific to that particular form. Scoring guides were provided for all oral constructed responses. Such items occurred throughout the Kindergarten form, but only in the Speaking test at all other grade spans. Where appropriate, examples of full-credit and partial-credit responses were provided.
- **3.4 Listening Test Administration.** The Listening test was administered with a CD recording. This ensured that all students heard the questions in the same voice and at the same pace. The recording included a tone after each question signaling the examiner to pause the CD while students responded. A printed Listening Script for each form was available to any school that requested it.
- **3.5 Setting for the Test.** For the individually administered subtests, examiners were advised as follows: "The test setting should be a quiet one-to-one environment. The testing should take place where other students cannot hear or see the testing materials. The examiner should sit close enough to the student to point to questions and illustrations in the student's test booklet during test administration."

For the group-administered subtests, examiners were advised as follows: "The test setting for the group-administered sections is a quiet classroom. The students should have in front of them only their test booklet, answer document, and a No. 2 pencil."

It was also suggested that "Examiners should place a "Testing: Do Not Disturb" sign on the door of the testing site."

- **3.6 Timing.** The MontCAS ELP is an untimed test and examiners were advised to allow students as much time as they needed to finish any given subtest.
- **3.7 Prompting and Repeating Test Information.** The following rules regarding prompting or repeating information were printed in all examiner manuals:

Prompting is the provision of additional information to students during administration of the assessment. Prompting includes

- elaborating on questions,
- clarifying information provided in reading selections or any test question,
- pointing out specific information in the questions or graphics,
- providing cues that might normally be part of an instructional strategy, and/or
- suggesting strategies that a student may use to arrive at a correct response.

In general, prompting is **not** allowed in this test because it may give an unfair advantage to some students. However, in specific situations where partial or unclear responses are given, the following general prompts are appropriate.

To clarify the student's response, the examiner may say, *I don't understand what you said.*Can you tell me more?

If the student answers in another language, the examiner may say,

Can you say that in English?

The examiner may repeat directions, if necessary, but must do so before the child begins a response.

If there is a distraction or interruption, the selection or question may be repeated.

If a student asks for a question to be repeated, the examiner may repeat the question only once.

If the student still does not understand what is being asked, the examiner should score that question as though the student gave no response (BL).

The examiner <u>must not</u> modify directions in any way. To do so would provide an unfair advantage to one student or a group of students over others.

The examiner should allow approximately 15 seconds of wait time for a student to begin a response to a question. This gives the student time to gather his or her thoughts and to think carefully before responding in English. If a student has not responded after 15 seconds, the examiner should move on to the next item or task and score the item as "no response" (*BL*).

3.8 Testing Absentees. Examiners were advised to make every effort to see that all LEP students in the school were administered all sections of the MontCAS ELP. If a student was

absent for a particular testing session, a make-up test was to be scheduled, as long as it was within the testing window.

3.9 Testing Accommodations. For visually impaired students, the MontCAS ELP 2007-2008 was available (by special order) in Braille and in Large-Print. No Braille forms or Large-Print forms were ordered before or subsequent to the August 28, 2007 deadline.

For students with an Individual Education Plan (IEP) or 504 Plan on file, detailed instructions on Standard and Nonstandard Accommodations were provided in each Examiner Manual. In the Guidelines for Standard and Nonstandard Test Accommodations it was noted that some of the accommodations were crossed out on the listing and NA was coded in the accommodations section of answer documents. These crossed-out accommodations were not appropriate for MontCAS ELP students. Examiners were instructed to only bubble accommodations IF the accommodation was made for a student with special needs.

Examiners were warned that such accommodations should be used <u>only when absolutely</u> <u>necessary</u> and only with students with an IEP or 504 Plan on file with specific accommodations indicated. If a student was tested with accommodations, the examiner was instructed to mark the appropriate bubble (box 7) on the answer sheet.

Certain accommodations would necessarily invalidate test scores. The following list of <u>non-allowable</u> accommodations was provided in the Training PowerPoint presentation and Training Handouts:

The following accommodations are NOT allowed:

- Test administration in a language other than English.
- Translation of the assessment into another language.
- Translation of the assessment into sign language.
- Use of dictionaries or other reference aids. This includes both monolingual and bilingual dictionaries.
- Accepting responses in a language other than English.

(If students respond in their native language, the examiner may ask them if they can "say that in English." If they can't, the response counts as 0.)

The use of any of these accommodations will invalidate test scores.

4. MontCAS ELP 2007-2008 Test Security

4.1 Bar-Coding and Return of Secure Materials. All secure materials (test booklets, prompt books, Listening test CDs, and examiner manuals) were individually bar-coded. These secure

test materials were scanned upon packing and distributing to systems and then scanned again upon return to Questar to account for materials. Test Coordinators were instructed to return <u>all</u> test materials—used and unused—to Questar. A detailed description of the check-in of secure materials is included in the 2006-2007 Technical Report.

4.2 Storage and Shredding of Secure Materials. After scoring, all used test booklets and answer documents were stored in Questar's secure warehouse facility in Brewster, NY. Used answer documents are stored according to their processing so that they can be retrieved quickly, if necessary. Access to these facilities is limited to Questar staff. Used student answer documents must be stored for 180 days, and then Questar will obtain written permission from the State Manager to recycle the materials using a secure method of destruction. Questar received permission from the Montana Office of Instruction in February 2009 to destroy the used 2007-2008 materials.

All unused and non-scannable secure 2007-2008 materials were stored for 180 days. Except for file copies, all unused secure 2007-2008 test materials (i.e., examiner manuals, prompt books, and non-scannable test booklets) were shredded upon written permission from OPI.

5. MontCAS ELP 2007-2008 Scoring and Reporting

- **5.1 Scoring of Multiple-Choice Items.** Multiple choice items (which are bubbled on the student test booklet or answer document) were scored electronically. One (1) point was given for the correct answer bubbled. Zero (0) points were given for incorrect answer bubbled or multiple bubbles marked. If no item was bubbled (an omit), the response was scored as a 'blank'.
- **5.2 Writing Checklist.** The Writing raw score for (Kindergarten level) Form A was calculated as follows: 1 point was allocated for each skill on the Writing Checklist that the student "does most of the time" or of which they "demonstrate mastery." Thus, the Writing Checklist generated a maximum raw score of 22 points.
- **5.3 Scoring of Constructed-Response Items.** The MontCAS ELP includes constructed-response (CR) items (separated into short answer [SA] and extended response [ER] in Table 1] in Speaking and Writing as well as a few CR items in Reading. Speaking CR items were scored by the test administrator at the time of test administration. Scoring guides and examples of full and partial-credit items were included as part of the Examiner Manual. Speaking responses were not recorded and no attempts were made to assess the validity or reliability of the rating of Speaking items.

Writing and Reading constructed-response items were scored at the Questar scoring center using a 1-point, 2-point, or 4-point scale. The table that follows shows the grade spans, forms, levels, and Domains where there are constructed-response items. A second independent reading was provided for 20% of the Level 2 constructed response items. Level 1 constructed-response items were rated by the Questar Scoring Directors without a rescore due to the low quantities and non-scannable test booklets/answer documents for each Level 1 form.

Constructed-Response Items											
Grade Span	Forms	Level and Domain									
1-2	Form B	Level 1 & Level 2 Writing									
3-5, 6-8, 9-12	Forms C, D, E	Level 1 & Level 2 Writing; Level 2 Reading									

Training Materials. A Scoring Manual for Open-Ended Reading/Writing Responses was used in the training of readers for scoring constructed-response items. A separate scoring manual was created for each grade span (B, C, D, and E). Questar's content specialists reviewed the scoring guides and rubrics for the constructed-response items, noted where there were weaknesses (if any) in the rubrics, and identified types of responses that will likely be seen in the operational responses. When necessary, sample responses were added to various items and score points to present a more complete scoring guide (which consist of background information, the scoring rubrics, and annotated anchor responses) used to train readers.

Staffing. The scoring team consisted of two scoring directors and 11 readers. One director managed scoring of reading items and the other managed scoring of writing items. Initially, four readers were assigned to reading and seven readers to writing. When the readers assigned to writing items completed their scoring, one was retrained and joined the reading group. None of the readers were released during training or subsequent scoring due to poor performance. Readers were trained on each item by grade span prior to scoring any of the items in that grade span. Following the group training, the readers completed paired reads on individual items. As the scoring proceeded, Reader Reliability Statistics and Scorepoint Distribution Statistics were monitored for each reader on a daily basis.

Reader Reliability. The constructed-response items that were scored by two readers provide information on reader reliability. Data relevant to this issue are summarized in Table 2. This table shows, for each level 2 form for each item or set of items, the maximum point value of the item(s) (Pts), the number of student papers read twice (N), the percent of items on which the readers agreed exactly (% Exact), and the percent of items on which reader agreement was within +/1 one score point (% Ex+Adj). All items, even those with maximum point values of 4,

were at 100% exact + adjacent agreement. Reader reliability on several 4-point writing items was slightly higher in 2007-2008 than it was in 2006-2007.

Table 2. Summary of Reader Reliability for MontCAS ELP Constructedresponse Items

Form	Domain	Item(s)	Pts	N	% Exact	% Ex + Adj
		1-5	1	410	98	100
B2	w	6-10	1	410	89	100
DZ	VV	11	2	410	86	100
		12-13	4	410	71	100
	w	10	2	518	82	100
C2	VV	11-12	4	518	70	100
	R	19	19 2		86	100
	W	11	2	484	83	100
D2	VV	12-13	4	484	70	100
DZ	R	15	2	568	81	100
	K	20	4	568	85	100
	W	11	2	592	78	100
E2	VV	12-13	4	592	72	100
	R	16	2	596	90	100
	, r	21	4	596	83	100

Handscoring Issues. There were three issues that arose in the handscoring of the MontCAS ELP in 2007-2008, two of which were repeats from the prior year. First, there continued to be instances where students wrote their responses outside of the designated response area. Second, there were also instances where students were administered one or more subtests from the wrong grade span. Although these errors occurred less frequently than in the previous year, they could be completely avoided during administration by:

- o Ensuring that the student is writing his or her response in the correct (designated) place so that, when scanned, it can be scored.
- o Ensuring that each student has the correct test document for her/his grade and level.

This point was emphasized, once again, in administration training for the following year. The final issue is the occurrence of relatively low scores on several of the constructed response items. These items and their scoring guidelines were examined to ensure that the rubrics were being applied correctly and consistently. It was resolved that the items had been scored according to the guidelines and that the most effective way of dealing with these issues would be to revise or replace the items in future administrations.

5.4 Reporting. Student performance in each of the language domains (Listening, Speaking, Reading, Writing) and Comprehension was reported in terms of raw score, scaled score, and proficiency levels. Student performance was also reported on the overall (Total MontCAS ELP)

test in terms of raw score, scaled score, and proficiency level. In February 2007, a panel of Montana educators met to set standards for the MontCAS ELP in the form of cut scores for each proficiency level by grade. A detailed description of standard setting procedures is included in the 2006-2007 Technical Report. The reported scores were defined in the 2007-2008 MontCAS ELP Assessment Score Reports Interpretation Guide. A copy of that guide is included as Appendix 2

Incomplete Testing. Students were required to take all four language domain tests. If a student did not take one or more of the domain tests, the reports showed dashes in place of scores for that domain. The reported Total MontCAS ELP score was based on the domain tests for which there are scores. Thus, if a student failed to take the Speaking Test for whatever reason, the Total MontCAS ELP score was based on a raw score of zero in Speaking. The reported Comprehension scores—which were based on a subset of Listening and Reading scores—was affected in the same way if the student failed to take either the Listening or Reading Test.

Reports Shipment. MontCAS ELP 2007-2008 results packages were shipped to systems on February 28, 2008. The system and each of its schools had separate results packets. Below are the reports that were in each packet. Copies (one copy for each school and system) of the 2007-2008 MontCAS ELP Assessment Score Reports Interpretation Guide (SRIG) were included in the shipment. The SRIG included a sample of each report type with information for understanding the report and information for using the MontCAS ELP results. The SRIG was also posted on the OPI website, http://opi.mt.gov/assessment/ELP.html.

MontCAS ELP System Packet – 2007-2008

- Contents Sheet
- System Summary Reports by grade
- System Growth Reports by grade
- Copy of each School Summary Report
- Copy of each School Roster

MontCAS ELP School – 2007-2008

- Contents Sheet
- School Summary Reports by grade
- School Rosters
- Individual Student Reports
- Student Labels
- Parent Reports

Note that the System Growth Report was new in 2007-2008. It showed growth within the system for those students who were assessed with the MontCAS ELP in both 2006-2007 and 2007-2008, confirmed by a State ID # match. Growth Reports were provided only when there were 10 or

more students per report. If there were fewer than 10 students, system personnel were instructed to examine the student's Individual Student Reports to determine growth.

6. MontCAS ELP 2007-2008 Item Analyses

This section provides classical item-level statistics for all items administered on MontCAS ELP 2006-2007 forms. The p-value is presented as an index of item difficulty and the point-biserial correlation is presented as an index of item discrimination.

P-Values. For multiple-choice items, the p-value statistic is defined as the proportion of students that answer an item correctly. For constructed-response items, the p-value is reported as the average number of points out of the maximum number of possible points for an item. P-values range from zero to one (1.0). A high p-value means that an item is easy; a low p-value means that an item is difficult. Generally, it is desirable for tests to include items that span a range of difficulty.

Point-biserial correlations. The point-biserial correlation for each item is an index of the association between the item score and the total-test score. It shows how well the item discriminates between low-ability and high-ability students, where ability is inferred from the overall test score. Point-biserial correlation coefficients range between -1.0 and +1.0. High positive values indicate that a high-ability student is more likely (than a student with lower ability) to answer an item correctly and low negative values indicate that a low-ability student is more likely (than a student with higher ability) to answer an item correctly.

Table 3 shows the average p-value and range and median point-biserial correlation coefficients and range by language domain and test form. These data are only shown for level 2 forms because the numbers of level 1 forms administered were low even when aggregated across grades within a grade span. Table 3 shows that there were differences in both range and average p-values across language domains. As in 2006-2007, average p-value in both Reading and Writing is lower than the average p-value in Listening and Speaking. This discrepancy is most notable in Kindergarten.

Tables with item difficulty and discrimination data by item are included as **Appendix 1.** The tables in Appendix 1 present information by grade cluster, form, language domain, and item type (MC or CR). Because so few students were administered level 1 forms, item analyses were completed for level 2 forms only. The tables show for each item on each level 2 form the number of students (N) who were administered the item, the p-value and point-biserial correlation. For MC items, the tables show the percent of students choosing each responses alternative and the percent left blank. For CR items, the tables show the percent of students earning each score point. Analyses of test level data, including raw score descriptive statistics and test reliability measures, are reported in Table 5.

Table 3. Summary of MontCAS ELP 2007-2008 Item Difficulty and Discrimination by Grade span and Language Domain

	_	Domain	N	Iter	n p-value	Poir	nt Biserial	
Grade Span	Form			Avg	Range	Med	Range	
		L	450	0.59	0.12 - 0.88	0.37	0.24 - 0.52	
K	_	S	450	0.73	0.40 - 0.89	0.45	0.22 - 0.57	
, n	Α	R	450	0.38	0.15 - 0.81	0.45	0.27 - 0.57	
		W	450	0.25	0.04 - 0.74	0.20	0.06 - 0.41	
		L	971	0.76	0.45 - 0.96	0.34	0.19 - 0.51	
4.2	1-2 B2		971	.82	0.63 - 0.95	0.34	0.20- 0.52	
1-2	B2	R	971	0.66	0.38 - 0.87	0.40	0.15 - 0.55	
		W	971	0.50	0.32 - 0.77	0.53	0.32 - 0.67	
	C2	L	1,308	0.77	0.43 - 0.93	0.32	0.26 - 0.43	
2.5		S	1,308	0.90	0.74 - 0.98	0.27	0.17 - 0.52	
3-5		C2	R	1,308	0.63	0.32 - 0.90	0.43	0.27 - 0.51
		W	1,308	0.68	0.33 - 0.90	0.41	0.31 - 0.58	
		L	1,239	0.81	0.43 - 0.94	0.37	0.07 - 0.47	
	Da	S	1,239	0.91	0.74 - 0.98	0.33	0.22 - 0.51	
6-8	D2	R	1,239	0.62	0.34 - 0.86	0.33	0. 18 - 0.50	
		W	1,239	0.71	0.42 - 0.95	0.35	0.20 - 0.58	
		L	1,401	0.76	0.26 - 0.97	0.41	0.15 - 0.61	
0.42	Ea	S	1,401	0.86	0.72 - 0.97	0.29	0.19 - 0.44	
9-12	E2	R	1,401	0.69	0.26 - 0.93	0.44	0.15 - 0.52	
		W	1,401	0.67	0.42 - 0.94	0.41	0.22 - 0.61	

7. Scaling and Equating of the MontCAS ELP

Initial scaling and equating of the 2007-2008 MontCAS ELP forms were completed on those forms when they were administered in Spring 2007 as the Idaho English Language Proficiency Assessment. The decision was made in 2006 to use the Idaho data for item calibration, scaling and equating because the population to whom the forms were administered in Idaho was larger than the population to whom the test was administered in Montana. Although the LEP populations in Idaho and Montana are significantly different (approximately 85% of LEP students in Montana are of American Indian origin), concerns about the small size of the sample in Montana outweighed concerns about differences in the student population. A brief summary of the equating procedures follows.

The MontCAS ELP 2007 test forms, following their administration in Idaho as the IELA 2007, were equated to MontCAS ELP 2006 forms, administered as the IELA 2006, so that scores could be reported on the same score scale. Prior to equating 2007 to 2006 forms, however, 2007 items in each grade cluster test form were calibrated using the Rasch Partial Credit Model (PCM), as implemented in WINSTEPS, version 3.57.1. This model, which was used to calibrate 2006 items, is appropriate for short-answer and constructed response items on the Speaking and Writing subtests as well as multiple-choice items administered across the language domains. As a first step, items on 2007 forms A, B2, C2, D2, and E2 were calibrated, with items on each grade-cluster form calibrated independently. Items on 2007 level 1 forms, B1, C1, D1, and E1, were then calibrated by fixing the item parameters for those items that are common between the two levels of each grade cluster (i.e., forms C1 and C2) to the same values as the level 2 calibration for those items. This calibration procedure equated Forms B1, C1, D1, and E1 to Forms B2, C2, D2, and E2, respectively, ensuring that, within each grade cluster, scores on the level 1 and level 2 forms are reported on the same scale.

Following the item calibration, MontCAS ELP 2007 test forms were equated to the 2006 forms using a common item or anchor test design. Anchor items, those items that appeared in identical format in both the Spring 2006 form and in the Spring 2007 form, were embedded in Forms A, B2, C2, D2, and E2. Within each grade cluster, at least 30% of the items were in common between the 2006 and 2007 forms. The numbers of common items by form and language domain are shown in Table 4. For each language domain and the Total MontCAS, this table shows the number of points represented by items in common between the 2006 and 2007 forms before (B) and after (A) outliers were removed. The procedure for identifying outliers is detailed in the following paragraph.

Table 4. Anchor Item Points (Step Values) by Form and Modality

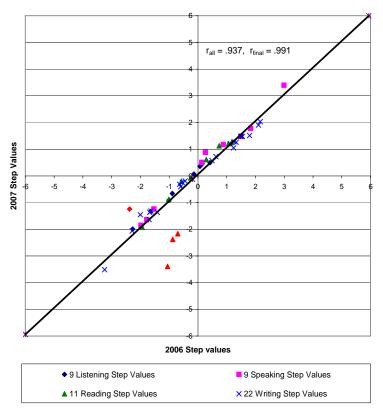
Form	Listening		Speaking		Read	ding	Writ	ting	Total		
	В	Α	В	Α	В	Α	В	Α	В	Α	
Α	9	8	9	9	11	8	22	22	51	47	
B2	10	10	9	5	7	7	9	5	35	27	
C2	6	5	6	6	7	7	8	8	27	26	
D2	6	6	9	4	8	8	8	8	31	26	
E2	7	7	5	3	8	8	7	7	27	25	

Prior to equating 2007 to 2006 forms, each anchor item was evaluated for stability. As part of that evaluation, the calibrated difficulty (step value) of each anchor item in the current year (2007) was plotted against the calibrated difficulty of that item in the prior year (2006). Ideally, these plots should fall on a 45-degree line, indicating that calibrated values are stable from year to year. Those points that fall quite far from the line are referred to as outliers. For the anchor items in each of the five forms, the 2007 step values were plotted against the 2006 step values and these plots are shown in Figures 1-5. As indicated in the second to last column of Table 4, the numbers of plotted points for Forms A, B2, C2, D2, and E2 were 51, 35, 27, 31, and 27, respectively. Generally, the step values fell along this 45 degree line as the model requires. Of course, not all points were on or right next to the line due to error that is inherent in all measurement, and occasionally, a point was quite far from the line. Across the five forms, there were only a few outliers and these outliers were removed from the equating. Once the items were initially equated, a difference was calculated between the two step values (2006 step value – 2007 step value). Outliers were defined as items with an absolute difference of 0.60 logits or greater. The items that were not included as part of the equating were still scored and used as operational items on their respective forms, but those items were not included in the calculations to determine final equating constants. (Note that when a constructed response item with multiple score points had at least one outlier point, the entire item was removed from the equating.) After deleting items with outlier values, the number of step values for the forms as listed previously was 47, 27, 26, 26, and 25.

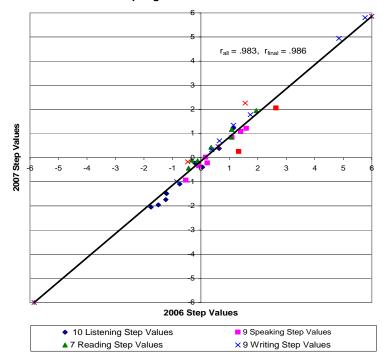
In Figures 1 through 5, two correlation coefficients (r) are given in the upper right-hand corner of each plot: one for all anchor items and the other for the final anchor items with outliers removed.

Figures 1-5.Step values of Anchor Items for 2006 and 2007 IELA forms.

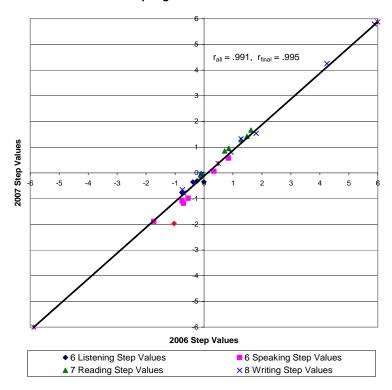




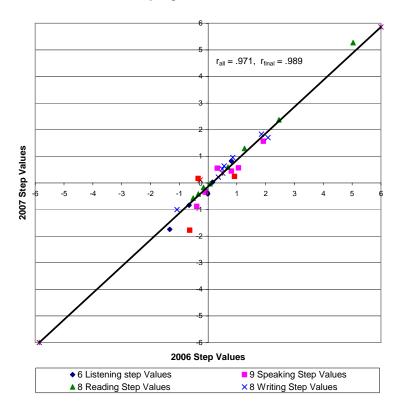
Idaho Spring 2007 Form B2 Anchor Items

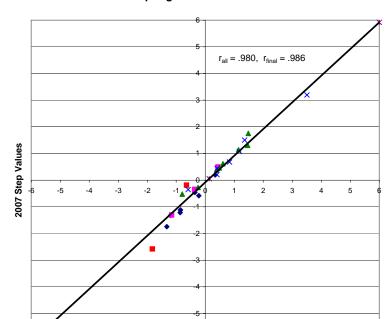


Idaho Spring 2007 Form C2 Anchor Items



Idaho Spring 2007 Form D2 Anchor Items





2006 Step Values

◆ 7 Listening Step Values

▲ 8 Reading Step Values

Idaho Spring 2007 Form E2 Anchor Items

With the outliers removed, the final anchor items were used to develop a linking constant for each form that placed the item step values from the 2007 form on the same Rasch logit scale as the 2006 form. The linking constant was computed as the difference between the average step value from the 2006 form's Winsteps calibration, minus the average step value from the 2007 form's Winsteps calibration. Adding this linking constant to the step values for each of the items in the 2007 form places all of the 2007 form's step values (and log ability estimates) on the same Rasch logit scale as the 2006 form. A separate linking constant was calculated for each grade cluster and applied to items on both the level 1 and level 2 forms.

■ 5 Speaking Step Values ×7 Writing Step Values

Once all items from the 2006 and 2007 forms were placed on the same logit difficulty scale established in 2006, scaled scores were computed for the 2007 forms. A linear transformation that was developed in the first year for each grade cluster form and test was applied to the equated Rasch log ability scale for the 2007 grade cluster form to yield equated scaled scores. The raw score to scaled score conversion tables produced for the IELA were used to produce scores for the MontCAS ELP. The same cut scores for each proficiency level and grade established in the 2007 MontCAS ELP standards setting were applied.

8. Reliability of the MontCAS ELP

Data bearing on the reliability of MontCAS ELP 2007-2008 Test Forms are shown in the panels of Table 5. This table shows for each form and each language domain (and comprehension and the total test) the number of students (N) who were administered the form, coefficient Alpha, a measure of internal-consistency reliability, the maximum raw score attainable, and the mean, standard deviation, and standard error of measurement (SEM) in both raw score and scale score units. Number of students represents the number for whom there was a valid test score and may vary across language domains in a grade to the extent that there were students who did not attempt one or more of the language domain tests. There is a total score for each student regardless of whether or not all language domain tests were attempted. Data are aggregated by grade for level 2 forms but by grade span for level 1 forms due to the small numbers of students administered the latter.

As reported for the 2006-2007 administration of MontCAS ELP, there is some variability in the alphas over tests and grades. Reliability is consistently high, however, for the total test, the level at which classification decisions are made.

Table 5. Reliability, Raw Score and Scale Score Descriptive Statistics for MontCAS ELP Test Forms by Grade

Grade K					Raw	Scores	Scale Scores			
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
	Listening	443	0.85	22	12.0	4.3	1.69	104.5	21.9	8.61
	Speaking	437	0.85	22	14.5	4.9	1.91	108.5	23.3	9.06
	Reading	439	0.92	36	11.7	7.3	2.01	80.2	29.0	7.99
Α	Writing	404	0.91	22	6.0	4.9	1.45	66.3	28.2	8.28
	Comprehen	443	0.85	29	12.5	4.8	1.88	101.7	18.7	7.29
	Total	450	0.94	102	42.8	16.4	4.06	379.0	32.2	7.95

Grades	1-2				Raw	Scores	Scale Scores			
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
	Listening	55	0.81	22	14.1	4.5	1.94	95.2	20.1	8.72
	Speaking	55	0.87	22	12.6	5.9	2.10	93.1	27.9	9.92
B1	Reading	55	0.75	15	9.9	3.2	1.59	94.2	20.0	9.92
ы	Writing	55	0.87	15	8.7	4.1	1.51	96.9	25.3	9.29
	Comprehen	55	0.85	31	20.1	6.0	2.35	94.5	17.0	6.66
	Total	55	0.93	74	45.3	14.7	3.79	384.5	45.7	11.80

Grade 1					Raw	Scores	Scale Scores			
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
	Listening	484	0.79	22	15.2	3.7	1.71	100.0	16.3	7.54
	Speaking	478	0.82	22	16.3	4.2	1.76	109.5	18.4	7.80
B2	Reading	484	0.81	20	11.0	3.7	1.61	94.3	15.2	6.60
DZ	Writing	483	0.80	20	6.3	3.9	1.73	85.9	21.2	9.45
	Comprehen	489	0.83	39	23.9	6.3	2.61	96.0	13.2	5.46
	Total	490	0.89	84	48.0	12.2	4.00	391.0	31.6	10.40

Grade 2					Raw	Scores		Scale Scores			
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM	
	Listening	479	0.73	22	18.7	2.7	1.37	118.4	17.0	8.78	
	Speaking	469	0.82	22	18.4	3.0	1.28	118.9	17.2	7.35	
D2	Reading	475	0.78	20	15.6	3.0	1.41	114.4	15.7	7.44	
B2	Writing	478	0.80	20	12.2	3.9	1.77	117.6	24.1	10.84	
	Comprehen	480	0.83	39	31.6	5.0	2.08	115.2	14.9	6.22	
	Total	481	0.89	84	64.2	10.7	3.55	440.5	38.4	12.72	

Grades	3-5				Raw	Scores		Scale Scores			
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM	
	Listening	20	0.90	22	14.2	5.2	1.69	96.9	16.0	5.16	
	Speaking	20	0.92	22	14.9	6.7	1.93	94.1	24.2	6.92	
C1	Reading	20	0.84	15	9.4	3.6	1.42	94.9	15.7	6.26	
CI	Writing	20	0.81	15	9.0	3.2	1.39	96.4	15.3	6.74	
	Comprehen	20	0.91	31	19.3	7.0	2.05	95.8	14.0	4.10	
	Total	21	0.96	74	45.1	19.2	3.80	381.1	44.0	8.71	

Grade 3					Raw	Scores		Scale Scores			
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM	
	Listening	476	0.81	22	15.8	3.9	1.70	101.8	12.8	5.56	
	Speaking	476	0.78	22	18.8	3.0	1.38	108.7	14.6	6.81	
C2	Reading	476	0.82	20	10.8	4.4	1.88	99.8	13.9	5.86	
C2	Writing	473	0.78	19	9.8	3.6	1.71	100.3	15.0	7.09	
	Comprehen	481	0.87	39	23.9	7.2	2.63	100.1	11.8	4.32	
	Total	482	0.91	83	54.4	12.5	3.81	401.6	21.1	6.43	

Grade 4

Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
	Listening	440	0.81	22	17.3	3.6	1.59	107.9	14.3	6.24
	Speaking	439	0.75	22	19.5	2.6	1.29	112.7	14.5	7.22
C2	Reading	441	0.85	20	12.5	4.7	1.84	105.1	15.5	6.02
62	Writing	441	0.73	19	11.7	3.4	1.76	108.6	16.2	8.37
	Comprehen	442	0.87	39	27.2	7.0	2.49	105.7	12.5	4.45
	Total	443	0.91	83	60.5	11.8	3.63	412.9	22.3	6.89

Grade 5

Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
	Listening	382	0.73	22	18.5	2.8	1.49	112.6	13.5	7.09
	Speaking	372	0.86	22	19.8	2.2	0.82	114.0	13.3	5.00
C2	Reading	382	0.83	20	14.4	4.2	1.75	111.3	14.8	6.17
62	Writing	382	0.75	19	12.7	3.6	1.76	114.2	18.8	9.31
	Comprehen	383	0.85	39	30.1	6.1	2.36	111.2	12.6	4.87
	Total	383	0.90	83	64.7	10.8	3.51	421.9	23.5	7.60

Grades	6-8				Raw	Scores		Scale Scores			
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM	
	Listening	30	0.77	22	16.6	3.7	1.79	98.7	11.3	5.40	
	Speaking	29	0.82	22	15.9	3.9	1.67	95.7	9.4	3.96	
D1	Reading	30	0.59	15	10.4	2.4	1.53	93.9	9.9	6.38	
וט	Writing	30	0.67	15	11.3	2.4	1.36	100.3	14.8	8.48	
	Comprehen	30	0.82	32	23.1	5.5	2.32	96.0	10.3	4.30	
	Total	30	0.87	74	53.6	10.0	3.55	389.9	15.6	5.54	

Grade 6					Raw	Scores		Scale Scores			
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM	
	Listening	405	0.80	22	17.4	3.2	1.43	100.3	9.5	4.25	
	Speaking	405	0.78	22	19.0	2.9	1.34	104.8	10.9	5.07	
D2	Reading	408	0.75	24	13.3	4.3	2.16	99.1	8.4	4.23	
02	Writing	406	0.76	20	12.2	3.5	1.70	100.9	11.1	5.43	
	Comprehen	408	0.83	43	28.8	6.5	2.65	98.4	7.5	3.05	
	Total	410	0.89	88	61.2	11.6	3.80	399.6	15.5	5.07	

Grade 7

Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
	Listening	418	0.82	22	18.0	3.3	1.38	102.6	10.4	4.38
	Speaking	419	0.78	22	18.9	3.5	1.66	106.2	12.5	5.91
D2	Reading	422	0.75	24	14.1	4.3	2.18	101.0	9.0	4.55
DZ	Writing	419	0.74	20	12.7	3.3	1.68	102.4	10.4	5.36
	Comprehen	422	0.84	44	30.2	6.8	2.68	100.2	8.3	3.30
	Total	422	0.90	88	63.4	11.9	3.80	402.9	16.9	5.40

Grade 8

Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
	Listening	400	0.86	22	18.9	2.9	1.09	105.7	10.4	3.94
	Speaking	401	0.82	22	19.6	3.0	1.30	108.8	12.3	5.31
D2	Reading	405	0.75	24	15.4	4.2	2.09	103.5	9.0	4.46
DZ	Writing	405	0.72	20	13.9	3.1	1.64	106.6	11.2	5.90
	Comprehen	405	0.86	44	32.2	6.5	2.46	102.9	8.6	3.29
	Total	407	0.90	88	66.9	11.6	3.63	408.4	18.6	5.83

Grades 9	9-12				Raw	Scores		Scale Scores			
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM	
	Listening	3	0.72	22	9.0	4.0	2.12	82.3	8.0	4.24	
	Speaking	3	0.76	22	6.0	4.0	1.95	75.3	10.6	5.16	
E1	Reading	3	0.87	15	8.0	5.2	1.85	86.3	19.6	7.00	
E1	Writing	3	0.70	15	5.7	2.9	1.57	84.3	9.2	5.03	
	Comprehen	3	0.88	32	13.3	7.8	2.65	81.7	10.3	3.50	
	Total	3	0.89	74	28.7	11.7	3.96	366.3	12.1	4.09	

Grade 9					Raw	Scores		Scale Scores			
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM	
	Listening	494	0.85	22	16.0	4.2	1.66	98.3	11.2	4.39	
	Speaking	490	0.82	22	17.6	3.6	1.53	102.4	11.9	5.01	
E2	Reading	496	0.80	25	14.9	4.3	1.95	97.6	9.1	4.07	
	Writing	496	0.75	20	11.1	3.5	1.78	98.6	10.4	5.25	
	Comprehen	498	0.88	44	29.1	7.6	2.62	97.0	8.8	3.05	
	Total	502	0.91	89	58.6	13.1	4.01	395.8	13.9	4.24	

Grade 10

Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
	Listening	309	0.83	22	17.3	3.6	1.48	101.9	10.9	4.49
	Speaking	307	0.83	22	18.6	3.2	1.32	105.9	12.0	4.93
E2	Reading	310	0.82	25	16.5	4.4	1.84	101.2	10.0	4.24
	Writing	307	0.79	20	12.6	3.5	1.62	103.2	10.8	4.99
	Comprehen	312	0.88	45	31.9	7.3	2.49	100.5	9.2	3.12
	Total	314	0.92	89	63.9	13.3	3.81	402.0	15.4	4.40

Grade 11

Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
	Listening	311	0.90	22	17.7	3.8	1.23	103.4	12.2	3.94
	Speaking	320	0.77	22	18.8	2.9	1.42	106.5	11.9	5.74
E2	Reading	307	0.87	25	17.2	3.8	1.37	102.7	9.2	3.25
	Writing	306	0.83	20	13.0	3.4	1.42	104.6	11.5	4.74
	Comprehen	312	0.93	45	32.8	7.1	1.93	101.8	9.5	2.59
	Total	323	0.94	89	64.3	14.6	3.70	402.8	17.3	4.38

Grade 12

Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
	Listening	256	0.88	22	18.5	3.5	1.20	106.2	12.1	4.11
	Speaking	257	0.83	22	19.1	3.1	1.27	107.8	12.1	5.00
E2	Reading	258	0.82	25	17.2	4.1	1.73	102.8	9.3	3.94
EZ	Writing	258	0.77	20	13.4	3.6	1.76	106.3	12.3	5.92
	Comprehen	258	0.90	45	33.8	6.8	2.11	103.2	9.2	2.85
	Total	262	0.92	89	66.9	13.4	3.69	406.3	16.4	4.53

9. Validity of the MontCAS ELP

- **9.1 Content-related Validity.** Validity of the MontCAS ELP begins with test content. The Introduction to the Mountain West Assessment Consortium Foundation Document, included as an appendix to the 2006-2007 MontCAS ELP Technical Report, provides background information on the design of the assessment. Additional information on the development of the Mountain West Items is provided in Matthews (2007). All of the items on the 2007-2008 MontCAS ELP were developed as part of that Mountain West Consortium effort.
- **9.2** Construct and Criterion-related Validity. In addition to test design considerations, test results also bear on the content validity of the assessment. In very general terms, the distribution and range of scores within each grade span and grade level (Table 5) provide evidence that the MontCAS ELP can capture a range of abilities. And, Table 6 provides information on the validity of the assessment showing intercorrelations among components of the test. This table shows, by grade span for level 2 forms, Pearson product moment correlations among scaled scores on each subtest (Listening, Speaking, Reading, Writing, and Comprehension). Correlations are not reported for subtests that share common items (e.g, Reading and Comprehension) nor are they reported for subtests and Total MontCAS ELP. The number below the correlation coefficient in each cell represents the number of students on which the correlation is based.

All of the correlation coefficients in Table 6 are significantly different from zero, indicating that the different subtests are measuring related abilities. Insofar as the language domain tests are measuring aspects of the same construct, English proficiency, performance in the different domains should be related. In addition, however, the coefficients are not high enough to suggest that the abilities measured by the individual domain tests are identical, reinforcing the assumption that language domain abilities are different aspects of overall English proficiency. The absolute values of the correlations in Table 6 as well as the pattern is similar to that obtained in 2006-2007 suggesting that the internal structure of the tests across years is similar.

Table 6. Correlations Among Scaled Scores on Individual Language Domain Tests

Grade	K	1-2	3-5	6-8	9-12	
r	Α	B2	C2	D2	E2	Avg.
1 ··· C	0.64	0.42	0.36	0.29	0.35	0.41
LxS	443	939	1,278	1,215	1,346	
LvD	0.48	0.63	0.57	0.55	0.58	0.56
LxR	439	953	1,291	1,223	1,361	
1 \	0.25	0.60	0.51	0.49	0.54	0.48
LxW	397	954	1,288	1,222	1,358	
C D	0.37	0.37	0.34	0.33	0.35	0.35
SxR	435	937	1,279	1,222	1,348	
C × W	0.16	0.38	0.30	0.27	0.30	0.28
SxW	391	939	1,277	1,218	1,346	
C C	0.61	0.42	0.39	0.35	0.39	0.43
SxC	436	945	1,285	1,222	1,353	
D W	0.37	0.70	0.62	0.64	0.68	0.60
RxW	393	952	1,295	1,230	1,363	
W × C	0.24	0.72	0.64	0.65	0.68	0. 59
WxC	397	959	1,295	1, 230	1,366	
Avg.	0.39	0.53	0.46	0.45	0.48	0.46

10. MontCAS ELP Performance by Year

Table 7 shows results for both 2006 and 2007 by form and grade, thus allowing a comparison of performance in those two years. This table shows, for each language domain, comprehension, and total MontCAS ELP, the maximum raw score (RS_{Max}), number of students (N) administered the assessment, the average raw score (RS_{Mean}) and average scale score (RS_{Mean}).

[There are several generalizations that can be made. First, there was a decline from 2006 to 2007 in the number of students tested in each grade. Second, as in 2006, a relatively small percentage of the students were administered the level 1 forms and that percentage was lowest in the upper grades. Third, performance on the total test was comparable across years within a grade. Fourth, on level 2 forms, average raw scores in Listening and Speaking in several grades (e.g., 2, 5, 6-8, and 9-12) were close to the maximum correct suggesting that these two subtests were not appropriately challenging for the population being tested.

Table 7. Performance on 2006 and 2007 MontCAS ELP Test Forms by Grade

Kinde	rgarten			2006			2007	
Form	Language Domain	RS _{Max}	N	RS _{Mean}	SS _{Mean}	N	RS _{Mean}	SS _{Mean}
	Listening	22	544	12.0	98.1	443	12.0	104.5
Α	Speaking	22	536	13.2	102.3	437	14.5	108.5
	Reading	36	534	15.0	86.9	439	11.7	80.2
	Writing	22	513	8.2	79.0	404	6.0	66.3
	Comprehen	29	545	12.8	95.9	443	12.5	101.7
	Total	102	551	46.8	382.1	450	42.8	379.0
Grade	1-2			2006			2007	
	Listening	22	100	15.5	101.1	55	14.1	95.2
B1	Speaking	22	92	13.2	100.8	55	12.6	93.1
D1	Reading	15	76	11.6	102.2	55	9.9	94.2
	Writing	15	76	10.7	107.2	55	8.7	96.9
	Comprehen	31	101	20.4	95.6	55	20.1	94.5
	Total	74	104	42.9	379.1	55	45.3	384.5
Grade	1			2006			2007	
B2	Listening	22	484	15.0	98.8	484	15.2	100.0
	Speaking	22	481	15.6	109.9	478	16.3	109.5
	Reading	20	485	11.7	93.1	484	11.0	94.3
	Writing	20	488	6.1	82.2	483	6.3	85.9
	Comprehen	39	489	24.3	95.4	489	23.9	96.0
	Total	84	489	47.8	389.0	490	48.0	391.0
Grade	2			2006			2007	
B2	Listening	22	495	18.2	113.8	479	18.7	118.4
	Speaking	22	486	17.7	119.0	469	18.4	118.9
	Reading	20	504	16.0	114.7	475	15.6	114.4
	Writing	20	502	11.9	111.1	478	12.2	117.6
	Comprehen	39	504	31.4	113.1	480	31.6	115.2
	Total	84	504	62.9	433.0	481	64.2	440.5

Grade	3-5			2006			2007	
Form	Language Domain	RS _{Max}	N	RS _{Mean}	SS _{Mean}	N	RS _{Mean}	SS _{Mean}
	Listening	22	18	14.3	98.9	20	14.2	96.9
	Speaking	22	18	15.3	99.9	20	14.9	94.1
C1	Reading	15	14	7.9	91.0	20	9.4	94.9
	Writing	15	14	8.2	92.9	20	9.0	96.4
	Comprehen	31	18	17.0	94.6	20	19.3	95.8
	Total	74	19	40.0	381.0	21	45.1	381.1
Grade	3			2006			2007	
	Listening	22	514	15.5	101.5	476	15.8	101.8
	Speaking	22	506	17.6	106.7	476	18.8	108.7
C2	Reading	20	509	12.0	101.5	476	10.8	99.8
C2	Writing	19	507	11.1	102.0	473	9.8	100.3
	Comprehen	39	521	24.6	100.6	481	23.9	100.1
	Total	83	522	54.9	401.8	482	54.4	401.6
Grade	4			2006			2007	
	Listening	22	495	17.1	106.9	440	17.3	107.9
	Speaking	22	491	18.6	110.7	439	19.5	112.7
Ca	Reading	20	494	13.9	107.6	441	12.5	105.1
C2	Writing	19	491	12.8	110.5	441	11.7	108.6
	Comprehen	39	498	28.1	106.3	442	27.2	105.7
	Total	83	499	61.6	413.5	443	60.5	412.9
Grade	5			2006			2007	
	Listening	22	439	18.0	111.4	382	18.5	112.6
	Speaking	22	441	19.3	114.3	372	19.8	114.0
60	Reading	20	426	15.2	112.7	382	14.4	111.3
C2	Writing	19	437	13.8	116.4	382	12.7	114.2
	Comprehen	39	440	30.0	110.5	383	30.1	111.2
	Total	83	441	65.6	423.1	383	64.7	421.9

Grade	6-8			2006			2007	
Form	Language Domain	RS _{Max}	N	RS _{Mean}	SS _{Mean}	N	RS _{Mean}	SS _{Mean}
	Listening	22	19	12.6	90.8	30	16.6	98.7
	Speaking	22	18	10.4	83.7	29	15.9	95.7
D1	Reading	15	19	7.8	86.0	30	10.4	93.9
וטו	Writing	15	17	8.1	87.2	30	11.3	100.3
	Comprehen	32	19	16.9	88.9	30	23.1	96.0
	Total	74	19	37.4	370.1	30	53.6	389.9
Grade	6			2006			2007	
	Listening	22	452	17.1	100.7	405	17.4	100.3
	Speaking	22	451	18.5	104.5	405	19.0	104.8
Da	Reading	24	450	13.5	99.9	408	13.3	99.1
D2	Writing	20	448	11.7	99.5	406	12.2	100.9
	Comprehen	43	454	28.7	99.6	408	28.8	98.4
	Total	88	455	60.2	399.2	410	61.2	399.6
Grade	7			2006			2007	
	Listening	22	480	18.2	104.6	418	18.0	102.6
	Speaking	22	445	18.8	105.8	419	18.9	106.2
D2	Reading	24	466	14.9	103.1	422	14.1	101.0
DZ	Writing	20	462	12.6	102.4	419	12.7	102.4
	Comprehen	44	484	30.7	102.3	422	30.2	100.2
	Total	88	484	61.8	402.1	422	63.4	402.9
Grade	8			2006			2007	
	Listening	22	495	18.7	106.8	400	18.9	105.7
	Speaking	22	461	18.2	103.4	401	19.6	108.8
Da	Reading	24	492	15.3	104.3	405	15.4	103.5
D2	Writing	20	486	12.9	103.3	405	13.9	106.6
	Comprehen	44	504	31.6	103.9	405	32.2	102.9
	Total	88	509	61.7	402.9	407	66.9	408.4

Grade	9-12			2006			2007	
Form	Language Domain	RS _{Max}	N	RS _{Mean}	SS _{Mean}	N	RS _{Mean}	SS _{Mean}
	Listening	22	9	15.6	96.6	3	9.0	82.3
	Speaking	22	9	13.3	85.8	3	6.0	75.3
	Reading	15	9	9.8	94.2	3	8.0	86.3
E1	Writing	15	9	7.6	90.4	3	5.7	84.3
	Comprehen	32	9	21.6	95.9	3	13.3	81.7
	Total	74	9	46.2	386.2	3	28.7	366.3
Grade	9			2006			2007	
0.000	Listening	22	564	17.6	99.6	494	16.0	98.3
	Speaking	22	563	18.3	101.9	490	17.6	102.4
	Reading	25	564	15.6	100.4	496	14.9	97.6
E2	Writing	20	563	11.2	100.4	496	11.1	98.6
	Comprehen	44	569	31.2	99.3	498	29.1	97.0
	Total	89	575	61.6	398.4	502	58.6	395.8
Grade	10			2006			2007	
	Listening	22	432	18.1	101.6	309	17.3	101.9
	Speaking	22	435	18.7	103.1	307	18.6	105.9
	Reading	25	431	16.6	102.7	310	16.5	101.2
E2	Writing	20	431	11.9	102.6	307	12.6	103.2
	Comprehen	45	435	32.7	101.6	312	31.9	100.5
	Total	89	437	64.7	402.2	314	63.9	402.0
Grade	11			2006			2007	
	Listening	22	410	18.5	103.6	311	17.7	103.4
	Speaking	22	412	18.8	103.9	320	18.8	106.5
Ea	Reading	25	411	17.1	104.0	307	17.2	102.7
E2	Writing	20	412	12.4	104.1	306	13.0	104.6
	Comprehen	45	415	33.4	103.0	312	32.8	101.8
	Total	89	418	65.7	404.1	323	64.3	402.8
Grade	12			2006			2007	
	Listening	22	332	18.7	103.8	256	18.5	106.2
	Speaking	22	338	18.9	104.0	257	19.1	107.8
_	Reading	25	336	17.3	104.1	258	17.2	102.8
E2	Writing	20	336	12.3	103.7	258	13.4	106.3
	Comprehen	45	339	33.6	102.9	258	33.8	103.2
	Total	89	344	65.5	403.5	262	66.9	406.3

Performance on MontCAS ELP 2006 and MontCAS ELP 2007 is summarized in Table 8. This table shows the percent of students in each Total MontCAS ELP Proficiency category by grade (N=Novice, NP=Nearing Proficient, P=Proficient, A=Advanced). This table is not from a matched sample and includes all students tested in Fall 2006 and all tested in Fall 2007.

Table 8. Total MontCAS ELP Level by Grade in 2006 and 2007

		P	ercent in	n each P	ro	oficiency Category					
Grade		2	006			2007					
	N	NP	Р	Α		Z	NP	Р	Α		
K	23	39	31	7		26	42	26	6		
1	8	22	57	13		8	20	56	16		
2	7	12	65	16		4	14	62	20		
3	5	14	58	24		2	14	61	23		
4	4	15	58	23		4	19	57	20		
5	7	17	68	9		7	21	65	7		
6	3	19	58	19		3	20	59	19		
7	6	20	58	17		3	20	64	14		
8	8	21	66	5		3	14	79	5		
9	3	25	67	5		3	37	56	4		
10	2	26	66	5		3	27	66	5		
11	5	32	62	2		7	28	63	2		
12	4	32	61	3		5	25	66	4		

One of the most striking results shown in this table is that the percent in each proficiency category in each grade is fairly stable from one year to the next. This finding is particularly interesting in light of the decrease in numbers tested in each grade. Overall, there were approximately 900 fewer students tested in 2007-2008 than in 2006-2007.

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Appendix 1: Item Difficulty and Discrimination data.

Grade K (Form A) Listening Items – MC

Item	N	p-value	PtBis	Percent Response Selected					
				A	В	С	D	Blank	
3	450	0.86	0.27	86.0%	8.4%	3.6%		2.0%	
4	450	0.88	0.37	8.0%	88.2%	1.8%		2.0%	
5	450	0.79	0.30	6.7%	11.6%	79.1%		2.4%	
13	450	0.77	0.37	77.1%	8.7%	8.4%		5.3%	
14	450	0.86	0.34	86.2%	4.7%	4.9%		4.2%	

Grade K (Form A) Reading Items – MC

Item	N	p-value	PtBis		Percent Response Selected				
				A	В	С	D	Blank	
1	450	0.72	0.39	72.4%	6.2%	15.6%		5.6%	
2	450	0.60	0.36	26.9%	60.2%	7.3%		5.1%	
6	450	0.63	0.44	15.1%	10.0%	63.1%		11.8%	
7	450	0.62	0.46	13.6%	61.6%	11.6%		13.3%	
8	450	0.72	0.45	6.7%	7.8%	72.0%		13.6%	
24	450	0.27	0.38	26.9%	11.1%	6.7%		55.3%	
25	450	0.19	0.34	18.9%	18.9%	5.3%		56.9%	
26	450	0.28	0.36	28.2%	6.9%	7.8%		57.1%	
27	450	0.15	0.28	18.9%	14.7%	8.4%		58.0%	
28	450	0.23	0.27	22.9%	10.4%	8.7%		58.0%	
29	450	0.16	0.27	13.6%	10.7%	16.2%		59.6%	
30	450	0.20	0.30	19.8%	14.9%	5.6%		59.8%	

Grade K (Form A) Listening Items – CR

Item	N	p-value	PtBis		Score	Point Dist	ribution	
				0	1	2	3	4
1	450	0.58	0.42	42.4%	57.6%	-	=	-
2	450	0.42	0.24	58.2%	41.8%	-	-	ı
6	450	0.60	0.47	40.2%	59.8%	-	-	-
7	450	0.79	0.34	21.3%	78.7%	-	-	-
8	450	0.56	0.52	44.2%	55.8%	-	ı	ı
9	450	0.62	0.45	38.4%	61.6%	-	-	-
10	450	0.53	0.44	47.1%	52.9%	-	-	-
11	450	0.36	0.42	64.4%	35.6%	-	-	-
12	450	0.40	0.38	59.8%	40.2%	-	Ī	-
15	450	0.59	0.44	41.3%	58.7%	-	-	-
16	450	0.64	0.43	35.8%	64.2%	-	-	-
17	450	0.33	0.37	67.1%	32.9%	-	Ī	-
18	450	0.74	0.43	26.0%	74.0%	-	-	-
19	450	0.12	0.25	88.4%	11.6%	-	-	-
20	450	0.43	0.35	57.3%	42.7%	-	-	-

Grade K (Form A) Speaking Items – CR

Item	N	p-value	PtBis		Score	Point Dist	ribution	
				0	1	2	3	4
1	450	0.87	0.22	12.7%	87.3%	-	-	-
2	450	0.89	0.31	10.9%	89.1%	-	-	-
3	450	0.85	0.51	14.9%	85.1%	-	-	ı
4	450	0.84	0.48	15.6%	84.4%	1	1	ı
5	450	0.52	0.37	48.4%	51.6%	-	-	ı
6	450	0.86	0.45	13.6%	86.4%	-	-	-
7	450	0.83	0.40	17.1%	82.9%	-	-	-
8	450	0.85	0.41	14.9%	85.1%	-	-	ı
9	450	0.84	0.45	16.0%	84.0%	-	-	-
10	450	0.78	0.46	22.2%	77.8%	-	-	-
11	450	0.50	0.46	35.8%	28.7%	35.6%	-	-
12	450	0.69	0.52	15.3%	30.9%	53.8%	-	-
13	450	0.49	0.54	19.6%	18.7%	22.2%	23.6%	16.0%
14	450	0.40	0.57	25.8%	24.7%	22.4%	17.6%	9.6%

Grade K (Form A) Reading Items – CR

Item	N	p-value	PtBis		Score	Point Dist	ribution	
				0	1	2	3	4
3	450	0.81	0.48	18.7%	81.3%	-	-	-
4	450	0.54	0.47	46.4%	53.6%	-	-	-
5	450	0.56	0.45	43.6%	56.4%	-	-	-
9	450	0.57	0.51	42.9%	57.1%	-	-	-
10	450	0.42	0.45	58.4%	41.6%	-	_	-
11	450	0.53	0.53	47.1%	52.9%	-	-	-
12	450	0.44	0.46	56.4%	43.6%	-	-	-
13	450	0.32	0.46	67.6%	32.4%	-	-	-
14	450	0.32	0.40	68.2%	31.8%	-	-	-
15	450	0.32	0.51	67.6%	32.4%	-	-	-
16	450	0.32	0.57	67.8%	32.2%	-	-	-
17	450	0.32	0.53	68.0%	32.0%	-	-	-
18	450	0.31	0.49	69.3%	30.7%	-	-	-
19	450	0.16	0.38	84.4%	15.6%	-	-	-
20	450	0.15	0.43	85.3%	14.7%	-	-	-
21	450	0.20	0.49	80.0%	20.0%	-	-	-
22	450	0.18	0.47	82.4%	17.6%	-	-	-
23	450	0.21	0.49	79.3%	20.7%	-	-	-

Grade K (Form A) Writing Items – CR

Item	N	p-value	PtBis		Score	Point Dist	ribution	
				0	1	2	3	4
1	450	0.50	0.06	49.8%	50.2%	-	-	-
2	450	0.51	0.30	49.3%	50.7%	-	-	-
3	450	0.44	0.27	56.0%	44.0%	-	-	-
4	450	0.51	0.31	49.3%	50.7%	-	-	-
5	450	0.74	0.28	25.6%	74.4%	-	-	-
6	450	0.28	0.32	72.2%	27.8%	-	-	-
7	450	0.27	0.38	73.3%	26.7%	-	-	-
8	450	0.12	0.34	88.2%	11.8%	-	-	-
9	450	0.27	0.40	72.7%	27.3%	-	-	-
10	450	0.13	0.41	86.7%	13.3%	-	-	-
11	450	0.07	0.35	92.7%	7.3%	-	-	-
12	450	0.40	0.38	60.0%	40.0%	-	-	-
13	450	0.38	0.33	62.0%	38.0%	-	-	-
14	450	0.26	0.40	73.8%	26.2%	-	-	-
15	450	0.08	0.36	92.4%	7.6%	-	-	-
16	450	0.07	0.34	93.3%	6.7%	-	-	-
17	450	0.05	0.35	95.3%	4.7%	-	-	-
18	450	0.06	0.32	94.0%	6.0%	-	-	-
19	450	0.04	0.19	95.6%	4.4%	-	-	-
20	450	0.12	0.32	88.2%	11.8%	-	-	-
21	450	0.06	0.33	94.4%	5.6%	-	-	-
22	450	0.05	0.29	95.1%	4.9%	-	-	-

Grade 1-2 (Form B-2) Listening Items –MC

Item	N	p-value	PtBis		Percent	Response	Selected	
				A	В	С	D	Blank
1	971	0.94	0.21	94.4%	0.8%	2.1%		1.0%
2	971	0.94	0.26	2.6%	0.3%	93.5%		3.4%
3	971	0.96	0.19	96.4%	0.1%	1.0%		2.1%
4	971	0.88	0.32	8.3%	1.3%	87.8%		2.4%
5	971	0.83	0.37	13.0%	1.6%	83.0%		1.8%
6	971	0.91	0.24	90.6%	1.3%	6.0%		2.1%
7	971	0.91	0.24	90.5%	6.9%	0.5%		1.4%
8	971	0.56	0.25	10.4%	56.1%	27.7%		3.3%
9	971	0.78	0.30	11.4%	78.4%	8.0%		1.3%
10	971	0.66	0.33	23.3%	66.4%	6.0%		4.0%
11	971	0.74	0.43	74.4%	8.1%	13.6%		3.8%
12	971	0.86	0.37	86.1%	7.6%	2.6%		3.6%
13	971	0.90	0.37	3.1%	3.0%	90.4%		3.0%
14	971	0.80	0.51	7.5%	80.3%	4.0%		8.1%
15	971	0.77	0.34	76.9%	7.3%	10.2%		5.3%
16	971	0.61	0.26	60.8%	5.6%	28.5%		4.3%
17	971	0.75	0.47	12.0%	6.7%	74.8%		6.3%
18	971	0.76	0.38	76.2%	9.3%	8.3%		5.6%
19	971	0.45	0.25	23.9%	45.3%	24.0%		6.3%
20	971	0.52	0.37	31.3%	51.8%	10.0%		6.4%
21	971	0.59	0.42	15.4%	18.3%	58.8%		7.1%
22	971	0.68	0.45	9.8%	68.4%	13.4%		8.2%

Grade 1-2 (Form B-2) Reading Items – MC

Item	N	p-value	PtBis		Percent	Response	Selected	
				A	В	С	D	Blank
1	971	0.80	0.31	9.2%	80.4%	7.1%		2.7%
2	971	0.50	0.42	49.6%	30.6%	14.2%		4.8%
3	971	0.71	0.52	12.3%	14.3%	70.8%		2.6%
4	971	0.81	0.31	6.5%	81.5%	9.3%		2.7%
5	971	0.82	0.30	82.4%	11.0%	3.6%		2.9%
6	971	0.70	0.40	8.5%	69.8%	17.6%		3.7%
7	971	0.84	0.41	9.7%	3.6%	84.0%		2.3%
8	971	0.87	0.38	87.0%	6.3%	3.9%		2.8%
9	971	0.51	0.27	50.9%	12.2%	33.3%		2.5%
10	971	0.85	0.48	5.8%	85.0%	4.9%		4.2%
11	971	0.73	0.55	9.7%	14.0%	72.6%		3.6%
12	971	0.58	0.34	58.1%	12.8%	24.3%		3.9%
13	971	0.68	0.48	16.0%	67.8%	9.3%		6.4%
14	971	0.64	0.37	15.3%	64.1%	12.9%		7.1%
15	971	0.46	0.15	31.7%	15.4%	45.8%		6.5%
16	971	0.52	0.41	25.6%	51.9%	10.5%		10.8%
17	971	0.77	0.51	76.9%	7.8%	4.3%		10.8%
18	971	0.38	0.39	34.0%	17.4%	37.6%		10.9%
19	971	0.59	0.47	18.8%	58.8%	10.4%		11.7%
20	971	0.38	0.28	23.0%	37.6%	26.1%		13.1%

Grade 1-2 (Form B-2) Speaking Items –CR

Item	N	p-value	PtBis		Score	Point Dist	ribution	
				0	1	2	3	4
1	971	0.94	0.26	5.9%	94.1%	-	-	-
2	971	0.73	0.41	27.4%	72.6%	-	-	-
3	971	0.71	0.31	29.5%	70.5%	-	-	1
4	971	0.78	0.46	21.9%	78.1%	-	-	-
5	971	0.91	0.36	9.0%	91.0%	-	-	-
6	971	0.93	0.25	7.4%	92.6%	-	-	-
7	971	0.95	0.23	5.0%	95.0%	-	-	-
8	971	0.95	0.24	4.8%	95.2%	-	-	-
9	971	0.90	0.26	9.9%	90.1%	-	-	-
10	971	0.89	0.20	10.8%	89.2%	-	-	-
11	971	0.73	0.43	11.4%	31.1%	57.5%	-	-
12	971	0.76	0.38	7.9%	33.1%	59.0%	-	-
13	971	0.68	0.44	6.5%	11.1%	19.1%	30.6%	32.7%
14	971	0.63	0.52	9.1%	12.6%	21.9%	30.5%	26.0%

Grade 1-2 (Form B-2) Writing Items –CR

Item	N	p-value	PtBis		Score Point Distribution					
				0	1	2	3	4		
1	971	0.54	0.35	45.7%	54.3%	-	-	-		
2	971	0.54	0.42	46.2%	53.8%	1	-	•		
3	971	0.42	0.32	57.7%	42.3%	-	-	•		
4	971	0.77	0.53	22.7%	77.3%	-	-	-		
5	971	0.34	0.53	66.4%	33.6%	1	-	•		
6	971	0.49	0.57	51.4%	48.6%	ı	-	•		
7	971	0.65	0.52	34.8%	65.2%	1	-	1		
8	971	0.63	0.56	37.2%	62.8%	-	-	-		
9	971	0.48	0.42	52.1%	47.9%	1	-	•		
10	971	0.32	0.40	68.1%	31.9%	-	-	-		
11	971	0.56	0.58	17.8%	52.7%	29.5%	-	-		
12	971	0.35	0.67	23.0%	27.6%	37.3%	10.0%	2.2%		
13	971	0.37	0.62	26.2%	21.7%	34.4%	13.9%	3.8%		

Grade 3-5 (Form C-2) Listening Items –MC

Item	N	p-value	PtBis		Percent	Response	Selected	
				A	В	С	D	Blank
1	1308	0.80	0.39	79.6%	9.4%	5.0%	3.8%	1.5%
2	1308	0.93	0.36	1.1%	2.4%	1.5%	92.9%	1.4%
3	1308	0.93	0.30	1.0%	3.6%	93.0%	0.8%	1.4%
4	1308	0.88	0.32	4.1%	88.0%	4.1%	2.3%	1.2%
5	1308	0.85	0.30	2.9%	3.1%	7.1%	85.0%	1.5%
6	1308	0.83	0.31	3.5%	5.6%	7.1%	82.6%	1.0%
7	1308	0.79	0.43	7.0%	6.0%	78.9%	6.2%	1.6%
8	1308	0.78	0.34	5.0%	77.8%	3.7%	11.6%	1.4%
9	1308	0.90	0.34	90.1%	4.4%	2.9%	1.1%	1.1%
10	1308	0.84	0.28	83.7%	2.0%	10.2%	1.9%	1.1%
11	1308	0.82	0.32	7.0%	6.0%	81.6%	3.5%	1.6%
12	1308	0.87	0.31	4.9%	86.8%	4.8%	1.8%	1.6%
13	1308	0.74	0.26	14.8%	6.3%	2.3%	74.1%	1.5%
14	1308	0.43	0.27	8.1%	42.7%	6.3%	40.7%	1.6%
15	1308	0.55	0.35	6.9%	7.0%	55.1%	28.9%	1.5%
16	1308	0.64	0.33	63.8%	8.6%	16.5%	8.9%	1.5%
17	1308	0.75	0.26	3.2%	8.6%	74.7%	10.6%	1.9%
18	1308	0.75	0.35	75.4%	12.8%	5.5%	4.7%	1.5%
19	1308	0.60	0.31	13.2%	14.4%	59.8%	10.1%	1.7%
20	1308	0.76	0.36	11.0%	75.7%	5.5%	6.3%	1.5%
21	1308	0.74	0.36	7.7%	8.0%	7.8%	74.4%	1.7%
22	1308	0.80	0.35	7.5%	80.0%	5.0%	5.3%	2.1%

Grade 3-5 (Form C-2) Reading Items –MC

Item	N	p-value	PtBis		Percent	Response	Selected	
				A	В	С	D	Blank
1	1308	0.62	0.32	11.1%	22.6%	62.2%	2.5%	0.9%
2	1308	0.63	0.43	62.5%	7.3%	7.4%	20.6%	1.7%
3	1308	0.57	0.38	13.8%	56.8%	15.3%	12.3%	1.4%
4	1308	0.82	0.46	5.3%	82.0%	3.8%	6.8%	1.4%
5	1308	0.72	0.41	8.7%	5.2%	72.5%	11.5%	1.5%
6	1308	0.85	0.37	85.2%	4.3%	2.9%	5.7%	1.2%
7	1308	0.79	0.51	6.2%	4.9%	7.5%	79.3%	1.4%
8	1308	0.54	0.37	33.7%	5.0%	6.0%	53.8%	1.2%
9	1308	0.71	0.51	7.6%	8.9%	71.3%	10.7%	1.1%
10	1308	0.70	0.44	70.3%	7.3%	14.1%	6.4%	1.6%
11	1308	0.32	0.32	37.2%	32.4%	12.8%	15.6%	1.5%
12	1308	0.50	0.47	21.3%	10.6%	50.1%	15.2%	2.5%
13	1308	0.48	0.39	8.4%	48.5%	31.5%	8.9%	2.3%
14	1308	0.75	0.46	74.9%	7.4%	4.7%	10.1%	2.5%
15	1308	0.76	0.50	6.7%	4.7%	9.3%	75.8%	2.6%
16	1308	0.56	0.33	13.8%	5.3%	56.4%	20.0%	3.5%
17	1308	0.59	0.28	7.1%	18.4%	10.6%	59.5%	4.0%
18	1308	0.55	0.45	18.0%	54.8%	11.5%	10.6%	5.0%

Grade 3-5 (Form C-2) Writing Items –MC

			-						
Item	N	p-value	PtBis	Percent Response Selected					
				A	В	С	D	Blank	
1	1308	0.76	0.31	75.5%	12.9%	6.7%	3.5%	1.3%	
2	1308	0.76	0.32	5.4%	76.0%	12.1%	5.0%	1.5%	
3	1308	0.81	0.47	8.6%	5.3%	3.1%	81.1%	1.7%	
4	1308	0.65	0.37	9.6%	15.1%	65.1%	8.1%	1.9%	
5	1308	0.80	0.41	80.4%	3.3%	4.1%	10.2%	1.8%	
6	1308	0.77	0.46	11.2%	5.2%	3.7%	77.1%	2.1%	
7	1308	0.90	0.40	90.2%	2.2%	2.7%	2.6%	1.9%	
8	1308	0.71	0.35	6.7%	6.3%	70.9%	14.1%	2.1%	
9	1308	0.57	0.33	18.4%	57.5%	10.2%	10.9%	2.9%	

Grade 3-5 (Form C-2) Speaking Items –CR

Item	N	p-value	PtBis		Score	Point Dist	ribution	
				0	1	2	3	4
1	1308	0.81	0.29	19.3%	80.7%	-	-	-
2	1308	0.91	0.30	9.3%	90.7%	-	-	-
3	1308	0.94	0.26	5.8%	94.2%	-	-	-
4	1308	0.96	0.17	3.7%	96.3%	1	-	-
5	1308	0.98	0.21	2.1%	97.9%	-	-	-
6	1308	0.98	0.21	2.0%	98.0%	-	-	-
7	1308	0.97	0.22	2.9%	97.1%	-	-	-
8	1308	0.96	0.19	4.3%	95.7%	-	-	-
9	1308	0.97	0.27	3.4%	96.6%	-	-	-
10	1308	0.91	0.27	8.6%	91.4%	-	-	-
11	1308	0.90	0.37	4.4%	10.4%	85.2%	-	-
12	1308	0.84	0.44	4.2%	24.1%	71.7%	-	-
13	1308	0.74	0.38	4.8%	7.0%	16.1%	31.4%	40.7%
14	1308	0.79	0.52	2.3%	4.0%	13.0%	36.1%	44.6%

Grade 3-5 (Form C-2) Reading Items –CR

Item	N	p-value	PtBis		Score	Point Dist	ribution	
				0	1	2	3	4
19	1308	0.44	0.47	40.4%	31.5%	28.1%	-	-

Grade 3-5 (Form C-2) Writing Items – CR

Item	N	p-value	PtBis	Score Point Distribution								
				0	1	2	3	4				
10	1308	0.66	0.54	10.3%	47.9%	41.8%	-	-				
11	1308	0.45	0.58	14.7%	19.3%	42.7%	18.7%	4.6%				
12	1308	0.33	0.54	27.0%	30.8%	27.3%	11.8%	3.1%				

Grade 6-8 (Form D-2) Listening Items –MC

Item	N	p-value	PtBis		Percent	Response	Selected	
				Α	В	С	D	Blank
1	1239	0.91	0.32	91.0%	2.2%	3.0%	1.9%	1.7%
2	1239	0.89	0.38	4.2%	3.2%	2.2%	88.9%	1.5%
3	1239	0.82	0.07	0.2%	82.2%	14.0%	1.9%	1.7%
4	1239	0.87	0.44	5.3%	2.0%	87.2%	3.8%	1.4%
5	1239	0.70	0.39	11.9%	69.6%	10.3%	6.6%	1.5%
6	1239	0.86	0.41	86.4%	3.2%	6.0%	2.7%	1.4%
7	1239	0.74	0.35	4.4%	12.1%	74.1%	7.8%	1.5%
8	1239	0.93	0.47	93.1%	2.2%	2.3%	1.2%	1.3%
9	1239	0.43	0.24	53.0%	42.9%	1.9%	0.7%	1.4%
10	1239	0.91	0.39	5.2%	91.4%	1.4%	0.5%	1.4%
11	1239	0.91	0.36	1.5%	3.5%	90.7%	2.6%	1.6%
12	1239	0.90	0.34	3.6%	1.7%	3.0%	90.4%	1.3%
13	1239	0.91	0.37	3.4%	1.2%	90.8%	3.1%	1.3%
14	1239	0.78	0.31	10.5%	77.7%	4.7%	5.8%	1.3%
15	1239	0.86	0.39	85.7%	4.1%	2.2%	6.4%	1.4%
16	1239	0.83	0.38	2.3%	4.5%	83.0%	8.3%	1.8%
17	1239	0.94	0.37	1.5%	1.5%	1.8%	93.6%	1.4%
18	1239	0.86	0.44	86.3%	4.1%	3.3%	4.7%	1.5%
19	1239	0.44	0.19	20.8%	28.2%	5.4%	44.0%	1.5%
20	1239	0.84	0.39	6.4%	83.6%	5.9%	2.3%	1.6%
21	1239	0.85	0.36	2.0%	2.8%	84.8%	8.5%	1.8%
22	1239	0.68	0.41	11.4%	7.7%	68.3%	10.5%	2.0%

Grade 6-8 (Form D-2) Reading Items –MC

Item	N	p-value	PtBis		Percent	Response	Selected	
				Α	В	С	D	Blank
1	1239	0.86	0.22	7.6%	86.4%	2.3%	3.3%	0.3%
2	1239	0.78	0.31	10.2%	7.7%	77.9%	3.6%	0.4%
3	1239	0.59	0.29	59.0%	31.6%	3.6%	5.2%	0.5%
4	1239	0.60	0.34	24.3%	6.0%	9.3%	59.6%	0.8%
5	1239	0.86	0.41	2.1%	5.6%	5.6%	86.2%	0.5%
6	1239	0.84	0.32	1.2%	3.4%	84.3%	10.6%	0.4%
7	1239	0.48	0.29	16.5%	14.7%	47.9%	20.4%	0.6%
8	1239	0.78	0.42	78.3%	10.3%	6.2%	4.4%	0.4%
9	1239	0.57	0.33	14.4%	15.0%	13.0%	56.7%	0.6%
10	1239	0.65	0.33	14.4%	64.9%	12.2%	7.7%	0.6%
11	1239	0.72	0.39	14.9%	8.1%	72.1%	4.1%	0.7%
12	1239	0.37	0.18	35.4%	18.0%	8.7%	36.7%	0.7%
13	1239	0.78	0.37	10.3%	5.4%	78.0%	5.2%	0.7%
14	1239	0.49	0.34	21.6%	8.7%	19.3%	49.1%	1.3%
16	1239	0.55	0.18	5.5%	36.5%	54.6%	2.0%	1.5%
17	1239	0.34	0.22	33.7%	25.3%	16.2%	23.2%	1.5%
18	1239	0.60	0.37	22.2%	60.0%	9.2%	6.9%	1.6%
19	1239	0.57	0.25	19.7%	9.6%	11.9%	57.0%	1.9%

Grade 6-8 (Form D-2) Writing Items –MC

Item	N	p-value	PtBis	Percent Response Selected					
				А	В	С	D	Blank	
1	1239	0.95	0.34	2.7%	1.1%	94.5%	1.0%	0.7%	
2	1239	0.95	0.38	1.1%	2.6%	95.3%	0.2%	0.8%	
3	1239	0.87	0.40	87.2%	8.6%	2.1%	1.3%	0.8%	
4	1239	0.72	0.26	19.6%	4.2%	2.6%	72.4%	1.0%	
5	1239	0.75	0.28	3.7%	11.1%	8.6%	75.4%	1.0%	
6	1239	0.73	0.35	7.7%	72.6%	10.8%	7.8%	1.1%	
7	1239	0.88	0.46	2.7%	3.3%	3.9%	88.2%	1.2%	
8	1239	0.68	0.28	68.0%	10.5%	15.6%	4.6%	1.0%	
9	1239	0.42	0.20	12.3%	8.4%	41.9%	35.8%	1.5%	
10	1239	0.64	0.25	5.2%	6.8%	63.6%	22.8%	1.5%	

Grade 6-8 (Form D-2) Speaking Items –CR

Item	N	p-value	PtBis		Score	Point Dist	ribution	
				0	1	2	3	4
1	1239	0.96	0.29	3.7%	96.3%	-	-	-
2	1239	0.90	0.27	10.2%	89.8%	-	-	-
3	1239	0.97	0.31	3.1%	96.9%	-	-	-
4	1239	0.97	0.30	3.1%	96.9%	-	-	-
5	1239	0.98	0.34	2.4%	97.6%	-	-	-
6	1239	0.97	0.34	3.4%	96.6%	-	-	-
7	1239	0.96	0.33	3.7%	96.3%	-	-	-
8	1239	0.96	0.32	4.4%	95.6%	-	-	-
9	1239	0.85	0.22	14.6%	85.4%	-	-	-
10	1239	0.92	0.22	7.7%	92.3%	-	ı	-
11	1239	0.86	0.51	4.6%	19.0%	76.4%	-	-
12	1239	0.87	0.39	3.6%	18.1%	78.4%	-	-
13	1239	0.77	0.46	4.5%	5.8%	12.1%	30.7%	46.9%
14	1239	0.74	0.48	6.5%	7.7%	11.8%	32.7%	41.3%

Grade 6-8 (Form D-2) Reading Items –CR

Item	N	p-value	PtBis		Score Point Distribution					
				0	1	2	3	4		
15	1239	0.42	0.42	21.9%	72.2%	5.9%	-	-		
20	1239	0.48	0.50	14.9%	20.8%	35.3%	14.6%	14.4%		

Grade 6-8 (Form D-2) Writing Items –CR

Item	N	p-value	PtBis		Score Point Distribution					
				0	1	2	3	4		
11	1239	0.57	0.53	14.4%	57.6%	28.0%	-	-		
12	1239	0.54	0.58	4.7%	17.0%	44.0%	25.8%	8.5%		
13	1239	0.49	0.55	7.5%	19.4%	47.5%	20.5%	5.2%		

Grade 9-12 (Form E-2) Listening Items -MC

Item	N	p-value	PtBis		Percent	Response	Selected	
				Α	В	С	D	Blank
1	1401	0.87	0.38	1.3%	7.8%	87.4%	1.1%	2.4%
2	1401	0.79	0.32	12.3%	3.8%	1.8%	79.4%	2.5%
3	1401	0.94	0.37	0.3%	94.0%	2.3%	0.6%	2.6%
4	1401	0.84	0.49	3.5%	5.6%	83.5%	4.5%	2.5%
5	1401	0.88	0.51	3.1%	88.4%	1.8%	4.1%	2.5%
6	1401	0.87	0.50	2.3%	5.5%	2.6%	86.9%	2.6%
7	1401	0.70	0.45	12.6%	70.2%	8.4%	6.3%	2.4%
8	1401	0.88	0.48	3.9%	88.3%	2.3%	3.1%	2.4%
9	1401	0.79	0.42	78.9%	2.1%	15.6%	0.9%	2.4%
10	1401	0.79	0.38	13.6%	78.5%	1.5%	3.4%	2.7%
11	1401	0.82	0.39	7.9%	6.1%	81.5%	2.0%	2.4%
12	1401	0.65	0.30	14.6%	15.3%	2.2%	65.0%	2.6%
13	1401	0.73	0.33	4.3%	7.4%	72.8%	12.9%	2.5%
14	1401	0.67	0.44	6.9%	12.6%	10.8%	66.8%	2.8%
15	1401	0.72	0.41	9.6%	72.4%	5.1%	10.0%	2.6%
16	1401	0.77	0.44	76.5%	8.1%	5.1%	7.5%	2.5%
17	1401	0.64	0.28	7.4%	20.6%	5.6%	63.7%	2.6%
18	1401	0.60	0.35	7.9%	9.5%	18.6%	60.2%	3.5%
19	1401	0.79	0.43	10.3%	78.7%	4.9%	3.3%	2.6%
20	1401	0.80	0.41	79.7%	2.9%	3.6%	10.6%	2.9%
21	1401	0.55	0.39	9.1%	11.5%	20.9%	55.2%	2.6%
22	1401	0.69	0.48	9.1%	14.8%	68.7%	4.7%	2.6%

Grade 9-12 (Form E-2) Reading Items –MC

Item	N	p-value	PtBis		Percent	Response	Selected	
				Α	В	С	D	Blank
1	1401	0.87	0.45	3.4%	5.9%	87.2%	1.2%	2.2%
2	1401	0.93	0.46	0.9%	93.4%	2.6%	1.0%	2.1%
3	1401	0.35	0.15	32.1%	35.2%	17.1%	13.1%	2.3%
4	1401	0.68	0.44	14.1%	10.6%	5.3%	67.5%	2.4%
5	1401	0.86	0.44	85.6%	4.0%	2.1%	5.9%	2.2%
6	1401	0.82	0.43	4.3%	9.7%	81.8%	2.0%	2.1%
7	1401	0.73	0.39	73.4%	22.1%	1.4%	0.8%	2.3%
8	1401	0.87	0.47	6.9%	3.4%	86.6%	0.7%	2.3%
9	1401	0.90	0.46	89.9%	4.1%	2.0%	1.6%	2.2%
10	1401	0.64	0.31	8.1%	5.2%	63.7%	20.2%	2.6%
11	1401	0.71	0.47	7.3%	71.4%	4.4%	14.2%	2.4%
12	1401	0.60	0.22	4.1%	10.1%	60.5%	22.6%	2.6%
13	1401	0.71	0.43	10.3%	70.7%	7.3%	8.6%	2.8%
14	1401	0.80	0.51	3.6%	4.7%	8.7%	79.9%	2.9%
15	1401	0.53	0.38	19.4%	53.1%	13.6%	10.6%	3.3%
17	1401	0.81	0.38	7.1%	81.1%	6.1%	2.3%	3.4%
18	1401	0.54	0.27	24.1%	10.0%	54.2%	8.1%	3.6%
19	1401	0.68	0.49	8.5%	8.3%	11.2%	68.0%	3.9%
20	1401	0.72	0.47	71.6%	7.6%	7.7%	9.3%	3.8%

Grade 9-12 (Form E-2) Writing Items –MC

Item	N	p-value	PtBis		Percent	Response	Selected	
				Α	В	С	D	Blank
1	1401	0.67	0.38	26.6%	1.5%	2.4%	67.1%	2.4%
2	1401	0.88	0.49	2.2%	6.1%	88.1%	0.9%	2.6%
3	1401	0.94	0.49	1.6%	1.1%	94.2%	0.5%	2.6%
4	1401	0.59	0.22	1.6%	35.5%	1.2%	59.1%	2.5%
5	1401	0.57	0.33	19.3%	19.3%	56.6%	2.1%	2.5%
6	1401	0.74	0.48	74.3%	10.4%	8.4%	4.1%	2.7%
7	1401	0.78	0.41	1.4%	5.3%	77.9%	12.7%	2.5%
8	1401	0.83	0.47	4.8%	82.9%	6.4%	3.2%	2.6%
9	1401	0.57	0.36	7.6%	57.4%	7.0%	25.3%	2.5%
10	1401	0.71	0.39	9.8%	3.7%	12.8%	71.1%	2.6%

Grade 9-12 (Form E-2) Speaking Items –CR

Item	N	p-value	PtBis		Score	Point Dist	ribution	
				0	1	2	3	4
1	1401	0.97	0.27	2.7%	97.3%	-	-	-
2	1401	0.92	0.28	7.9%	92.1%	-	-	-
3	1401	0.97	0.30	3.1%	96.9%	-	-	-
4	1401	0.96	0.25	4.0%	96.0%	-	-	-
5	1401	0.92	0.19	8.0%	92.0%	-	-	-
6	1401	0.84	0.30	15.6%	84.4%	-	-	-
7	1401	0.91	0.25	8.9%	91.1%	-	-	-
8	1401	0.85	0.26	15.1%	84.9%	-	-	-
9	1401	0.90	0.35	9.7%	90.3%	-	-	-
10	1401	0.79	0.20	21.5%	78.5%	-	-	-
11	1401	0.87	0.41	4.7%	17.3%	78.0%	-	-
12	1401	0.73	0.43	8.8%	36.3%	55.0%	-	-
13	1401	0.72	0.44	4.9%	8.3%	16.6%	35.1%	35.0%
14	1401	0.73	0.43	5.5%	6.6%	17.2%	31.2%	39.5%

Grade 9-12 (Form E-2) Reading Items –CR

Item	N	p-value	PtBis	Score Point Distribution									
				0	1	2	3	4					
16	1401	0.54	0.52	36.0%	19.3%	44.6%	-	-					
21	1401	0.26	0.41	26.8%	47.5%	20.9%	4.2%	0.6%					

Grade 9-12 (Form E-2) Writing Items –CR

Item	N	p-value	PtBis	Score Point Distribution										
				0	1	2	3	4						
11	1401	0.42	0.41	36.7%	43.5%	19.8%	-	•						
12	1401	0.50	0.61	7.9%	20.1%	42.5%	23.3%	6.2%						
13	1401	0.47	0.56	12.0%	21.4%	39.1%	20.8%	6.7%						

MontCAS

(Montana Comprehensive Assessment System)

English Language Proficiency Assessment

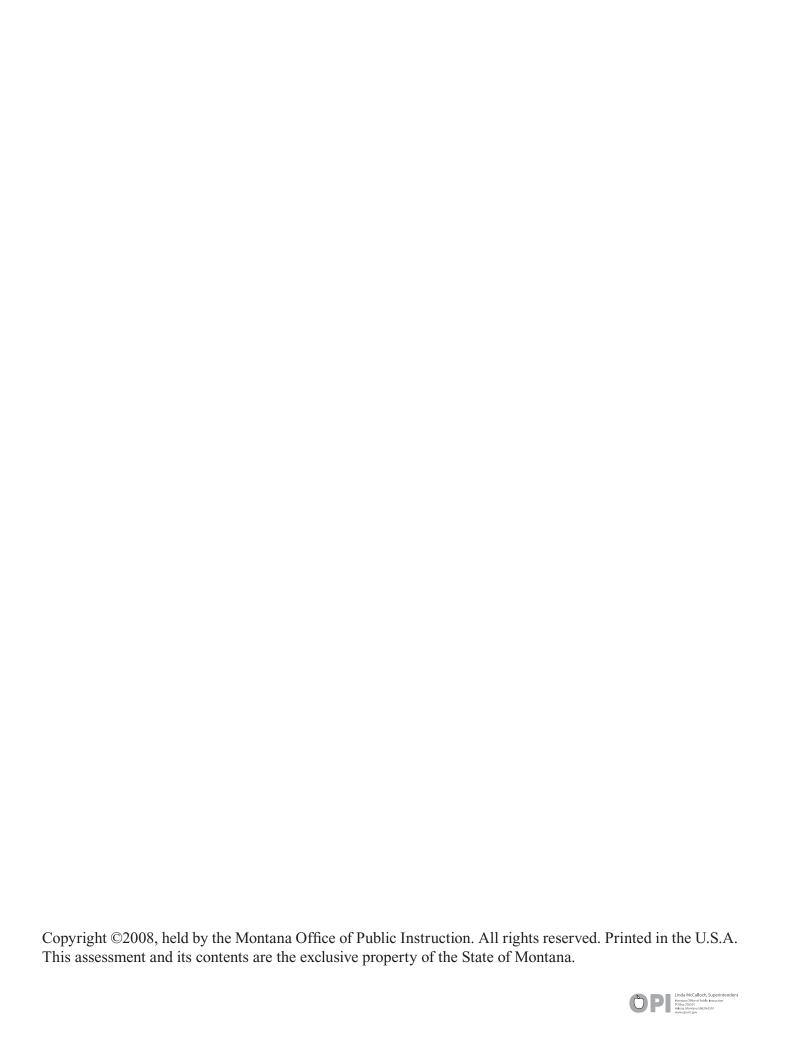
2007-2008

Score Reports Interpretation Guide



Linda McCulloch, Superintendent

Montana Office of Public Instruction PO Box 202501 Helena, Montana 59620-2501 www.opi.mt.gov



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Overview

The purpose of this guide is to assist educators and other stakeholders with understanding, interpreting, and using the results of the Montana English Language Proficiency Assessment. The MontCAS ELP is administered statewide to all Limited English Proficient (LEP) students.

The guide includes information on

- how and why the MontCAS ELP was developed,
- how the assessments are designed,
- how student performance is scored,
- how performance standards were determined,
- how assessment results are reported, and
- how results can be used to improve programs, instruction, and student performance.

Purpose of the MontCAS ELP. The annual assessment of LEP students in Montana fulfills a requirement of the No Child Left Behind Act of 2001. One objective is to measure individual student's progress in achieving proficiency in speaking, listening to, comprehending, reading, and writing English. A second objective is to measure the success of language development programs in achieving adequate student growth in English proficiency in districts participating in Title III.

Development of the MontCAS ELP. The MontCAS ELP is an edited version of the English Language Proficiency test developed for the Mountain West Consortium, of which Montana was a member. The first administration of the MontCAS ELP occurred in the fall of 2006. Using the data from this administration, psychometric work was completed by Questar Assessment, Inc. for the purpose of creating a score scale for each of the domains and for the total test. In February 2007, a panel of Montana educators met to set standards for the MontCAS ELP in the

form of cut scores for each proficiency level by grade. The 2007 MontCAS ELP score reports are the result of this process.

Structure of the MontCAS ELP. The MontCAS ELP is comprised of tests in four domains—Listening, Speaking, Reading, and Writing. Scores are reported for each of these domains, as well as for Comprehension. The Comprehension score is calculated using a subset of Listening and Reading items.

The MontCAS ELP is administered by grade span.

Grade Span	Form						
K	A						
1-2	B1 or B2						
3-5	C1 or C2						
6-8	D1 or D2						
9-12	E1 or E2						

In all grade spans, except for K, there are two separate Reading/Writing test forms, a Level 1 form intended for Beginning students and a Level 2 form intended for more proficient students. Having separate forms centered on two different ability levels made it possible to shorten the Reading and Writing tests. The Speaking and Listening tests, on the other hand, are the same for all students within a grade span. Note that no "mixed" scores can be reported: if, for example, a student took both B1 and B2 test forms, results have been reported for only one form.

Reported Scores. Student performance in each of the five language domains is reported in terms of raw score, scaled score, and proficiency level. Student performance on the overall (Total MontCAS ELP) test is reported in terms of raw score, scaled score, and proficiency level.

<u>Raw Scores</u>. The raw score is the total number of correct answers on multiple-choice items plus the number of points earned on open-ended items. Raw scores on the MontCAS ELP can only be compared for the same domain and the same test form. For example, a Form B1 raw score cannot be compared to a Form B2 raw score.

Note: The Writing raw score for (Kindergarten level) Form A was calculated as follows: 1 point was allocated for each skill on the Writing Checklist that the student "does most of the time" or of which they "demonstrate mastery." Thus, the Writing Checklist generated a maximum raw score of 22 points.

Scaled Scores. Scaled scores are derived from raw scores and provide results for alternate forms (e.g., B1 and B2) on a common scale. MontCAS ELP scaled scores can be compared for the same domain and the same grade-span test (A, B, C, D or E). For example, all Form C Reading scaled scores can be compared, regardless of whether the student took the C1 or the C2 Reading test. However, Form C scaled scores cannot be compared to Form D scaled scores.

Total MontCAS ELP Proficiency Levels. For the total score, four proficiency levels are reported: Novice (N), Nearing Proficiency (NP), Proficient (P), and Advanced (A). These are based on the total scaled score and provide a holistic estimate of the student's English proficiency. It is important to note that students at the same overall Proficiency Level may have different profiles of competence across the language domains.

<u>Domain Proficiency Levels</u>. Within each domain, two proficiency levels are reported, based on the student's scaled score: Below Proficient (BP) and Proficient or Above (PA). (Individual language domain tests are not long enough to reliably provide more than two levels of proficiency.)

Incomplete Testing. Students were required to take all four language domain tests. If a student did not take one or more of the domain tests, the reports will show dashes in place of scores for that domain. The reported Total MontCAS ELP score is based on the domain tests for which there are scores. Thus, if a student failed to take the Speaking Test for whatever reason, the Total MontCAS ELP score will be based on a raw score of zero in Speaking. The reported Comprehension scores—which are based on a subset of Listening and Reading scores—will be affected in the same way if the student failed to take either the Listening or Reading Test.



Cut Scores. The table below shows the MontCAS ELP Total scaled score range that corresponds to each proficiency level. Within a grade cluster (e.g., 3-5), cut scores may vary across each grade. Scaled scores should not be compared across grade clusters (e.g., 1-2 versus 3-5) but can be compared within a grade cluster. In those grade clusters with level 1 and 2 forms, the cut scores in each grade are the same regardless of the form administered.

			Scaled Score Range for Pr	oficiency Levels		
Forms	Grade	Novice (N)	Nearing Proficiency (NP)	Proficient (P)	Advanced (A)	
A	К	Below 363	363-395	396-424	At or Above 425	
D1/D2	1	Below 345	345-373	374-420	At or Above 421	
B1/B2	2	Below 373	373-407	408-465	At or Above 466	
	3	Below 361	361-383	384-416	At or Above 417	
C1/C2	4	Below 374	374-396	397-429	At or Above 430	
	5	Below 387	387-406	407-453	At or Above 454	
	6	Below 367	367-388	389-412	At or Above 413	
D1/D2	7	Below 367	367-391	392-419	At or Above 420	
	8	Below 370	370-391	392-436	At or Above 437	
	9	Below 370	370-392	393-420	At or Above 421	
E1/E2	10	Below 373	373-395	396-423	At or Above 424	
E1/E2	11	Below 376	376-399	400-434	At or Above 435	
	12	Below 376	376-399	400-434	At or Above 435	





INDIVIDUAL STUDENT REPORT

English Language Proficiency (ELP) Assessment 2007 - 2008



	Student	GAMMON, JUDE A					
	School	ABC school					
	System	ABC System					
	Grade	Grade 4					
O	Test Form	C2					
2	State Student ID:	99770042					
ľ	Birth Date	10/12/1997					
	Gender	М					
	Test Date:	Fall 2007					

The NCLB Act of 2001 requires an annual assessment of English language proficiency for students identified as limited English proficient (LEP). The purpose of the assessment is to measure students' progress in achieving proficiency in academic English. The MontCAS English Language Proficiency (ELP) Assessment measures proficiency in listening, speaking, reading, writing, and comprehension (domains). The comprehension score is a composite score based on the listening and reading sections. Novice students are beginning to participate in oral and written interactions of learned information to socialize, produce, and obtain information. Nearing Proficient students demonstrate partial mastery of oral and written interactions of learned information to socialize, produce, and obtain information. Proficient students demonstrate competent skills in oral and written interactions of learned information to socialize, produce, and obtain information in order to participate in academic work. Advanced students demonstrate exceptional skills in oral and written interactions of learned information to socialize, produce, and obtain information in order to participate in academic work.

	വ										
2006 - 2007	2007 - 2008 Total MontCAS ELP										
Proficiency Level	Raw Score (Max RS=83)	Scaled Score	Proficiency Level 6								
Nearing Proficiency (NP)	70	428	Proficient (P)								
	State Average Scaled Score	379.2									

2006 - 2007	2007	2007 - 2008 Score Summary												
Proficiency Level	Test	Raw Score	Scaled Score	Proficiency Level										
BP	L Listening (Max RS=22)	20	116	PA										
PA	S Speaking (Max RS=22)	21	118	PA										
PA	R Reading (Max RS=20)	14	107	PA										
PA	W Writing (Max RS=19)	15	123	PA										
BP	C Comprehension (Max RS=39)	31	110	PA										

Legend: RS: Raw Score; Max RS: Maximum Possible Raw Score; SS: Scaled Score; -- indicates test not taken BP = Below Proficient PA

Test Form. Test forms are identified by a letternumber combination. The letter (A, B, C, D, or E) specifies the grade-span; the number specifies the difficulty level of the form (1 is for LEP students with beginner or novice skills in English; 2 is for the more proficient students). Note that the Speaking and Listening sections are identical; only the Reading and Writing sections are different on the Beginner (1) and Intermediate/Advanced (2) versions of the form. The exception is grade K (Form A), which does not have separate ability-level forms. 2 State Student ID. The state student ID is a unique number that is assigned to every student who receives educational services from a public school in Montana. This number follows the student from school to school throughout his or her K-12 career. The ID consists of 9 randomly generated digits, with no leading zeros.



The Raw Score is the total number of correct answers on multiple-choice items plus the number of points earned on open-ended items. A raw score can only be interpreted within the context of a given test form. Raw scores cannot be used to compare performance on different test forms. Scaled scores or scores derived from scaled scores should be used for those comparisons.

Scaled Scores are derived from raw scores and provide results for alternate forms (e.g., Forms B1 and B2) on a common scale. Scaled scores can be used to make comparisons among students and over time. However, scaled scores cannot be compared across test levels (e.g., B vs. C), or across different tests (e.g., Listening vs. Reading). To compare across different test levels, scaled scores must be converted to Proficiency Levels.

Proficiency Levels provide a holistic estimate of the student's English proficiency.

In general terms, the levels are:

Novice (N) – Students are beginning to participate in oral and written interactions of learned information to socialize, produce, and obtain information.

Nearing Proficiency (NP) – Students demonstrate partial mastery of oral and written interactions of learned information to socialize, produce, and obtain information.

Proficient (P) – Students demonstrate competent skills in oral and written interactions of learned information to socialize, produce, and obtain information in order to participate in academic work.

Advanced (A) – Students demonstrate exceptional skills in oral and written interactions of learned information to socialize, produce, and obtain information in order to participate in academic work.

The Proficiency Profile summarizes ability across the language domains as well as growth from one year to the next, if a student has taken the MontCAS ELP two years in a row. The solid bars show the student's 2006-2007 ability, and the striped bars show the student's 2007-2008 ability. The height of the solid bars shows how ability differs by language domain. The dotted line in the middle of the Proficiency Profile chart marks the cut score between the Below Proficient (BP) and the Proficient or Above (PA) levels, allowing you to see where student ability falls with respect to this criterion.

The results of your student's English Language Proficiency Assessment are shown in this report by raw score, scaled score and performance level.

Raw score refers to the number of points a student has earned for a particular test. Raw scores should not be compared across language domains. A maximum raw score is shown for each language domain and the Total MontCAS.



Scaled scores are derived from raw scores and permit comparisons between level 1 and 2 forms (e.g., Form C1 and C2) within a grade cluster. Scaled scores range from 0 to 200.

Performance levels describe a student's performance on the MontCAS ELP assessment and are based on the total scaled score. The MontCAS ELP reports four performance levels for the total score (N, NP, P, A), which are organized into two groups for each domain (BP, PA). These performance levels are described in more detail on the back cover.



YOUR STUDENT'S RESULTS

The following charts show your student's performance on the English Language Proficiency Assessment. These charts include raw scores, scaled scores, and performance levels

Total MontCAS ELP. This table indicates your student's overall performance on the 2007 - 2008 assessment. For comparative purposes, your student's overall proficiency level for last year, 2006-2007, and average state results for the current year are included. The score summary and proficiency profile on the next page provide more detailed information about how your child performed in each language domain.

2006 - 2007	2007 - 2008 Total MontCAS ELP										
Proficiency Level	Raw Score (Max RS=83)	Scaled Score	Proficiency Level								
Proficient (P)	33	371	Novice (N)								
	State Average Scaled Score	431.5									

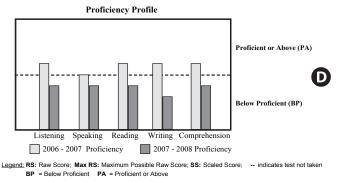
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Score Summary. The Score Summary chart provides your student's results for each of five components of the ELP assessment: Listening, Speaking, Reading, Writing and Comprehension. The maximum raw score (Max RS) is indicated for each component. For example, the maximum raw score (Max RS) that could be earned for the Listening test was 22 points.

2006 - 2007	2007	2007 - 2008 Score Summary												
Proficiency Level	Test	Raw Score	Scaled Score	Proficiency Level										
PA	L Listening (Max RS=22)	11	88	BP										
PA	S Speaking (Max RS=22)	15	93	ВР										
PA	R Reading (Max RS=20)	5	84	BP										
PA	W Writing (Max RS=19)	2	71	BP										
PA	C Comprehension (Max RS=39)	16	89	BP										

G

Proficiency Profile. The profile indicates your student's performance across the language domains, as well as growth from one year to the next.



Page 3

A customized parent report was generated for each LEP student who participated in the fall 2007 MontCAS English Language Proficiency (ELP) Assessment. This report was based on the school level individual student report and should be shared by classroom teachers during parent-teacher conferences or other interactions with parents. The report includes detailed results of a student's ELP test performance, including raw scores, scaled scores and performance levels, in each language domain and for the total MontCAS ELP. The proficiency profile permits a comparison of student ability across the language domains and in comparison to average performance across the state.

Section A provides an explanation of terms – raw score, scaled scores, and performance levels – used in the Parent Report.

Section B shows the student's overall performance on the assessment in the Total MontCAS ELP table. The student's

total raw score, scaled score, and proficiency level are provided, along with the Average State Scaled Score for this grade, for comparison.

Section C provides more detailed information about student performance in the Score Summary chart. The chart shows student results for each component of the ELP assessment: Listening, Speaking, Reading, Writing and Comprehension. The raw score, scaled score, and proficiency level is listed for each of the five components.

Section D illustrates student performance in relation to the proficiency levels for 2006-2007 and 2007-2008, if a student took the MontCAS ELP both years. The Proficiency Profile chart shows the scaled score "cut" line between proficiency levels Below Proficient (BP) and Proficient or Above (PA). 2006-2007 student ability is represented by the height of the light gray bars and 2007-2008 student ability is represented by the height of the dark gray bars.



Montcas (Montland Comprehensive Assessment System) English Language Proficiency Assessment

CONFIDENTIAL SCHOOL ROSTER

English Language Proficiency (ELP) Assessment



Grade 4 2007 - 2008 ABC school

SYSTEM: ABC System (9999) ABC school Test Date: Fall 2007																				
Student Name	Gender	Test Form	Listening G		3	Speaking		1	Reading		Writing		Comprehension			Total				
		Tes	RS	SS	Prof	RS	SS	Prof	RS	SS	Prof	RS	SS	Prof	RS	SS	Prof	RS	SS	Proficiency Level
BUTT, LEONEL D. State ID#: 99770046 DOB: 12/18/1997	М	C2	18	107	PA	15	93	BP	11	100	PA	6	87	BP	26	102	PA	50	393	Nearing Proficiency
DESAI, BAILEE State ID#: 99770045 DOB: 12/26/1997	F	C2	11	88	BP	15	93	BP	5	84	BP	2	71	BP	16	89	BP	33	371	Novice
EDENS, WARREN State ID#: 99770044 DOB: 04/28/1997	М	C2	19	111	PA	22	133	PA	11	100	PA	9	97	BP	27	104	PA	61	410	Proficient
FANCHER, ELAINA W. State ID#: 99770043 DOB: 09/23/1997	F	C2	21	124	PA	22	133	PA	18	122	PA	15	123	PA	36	123	PA	76	450	Advanced
GAMMON, JUDE A. State ID#: 99770042 DOB: 10/12/1997	М	C2	20	116	PA	21	118	PA	14	107	PA	15	123	PA	31	110	PA	70	428	Proficient
GOSSELIN, BRANDI S. State ID#: 99770041 DOB: 03/22/1998	F	C2	17	103	PA	21	118	PA	17	117	PA	16	132	PA	32	112	PA	71	431	Advanced
GRABOWSKI, KAIDEN E. State ID#: 99770040 DOB: 02/05/1998	М	C2	21	124	PA	21	118	PA	19	130	PA	17	142	PA	37	127	PA	78	462	Advanced
GREGOIRE, JACLYN D. State ID#: 99770039 DOB: 03/27/1998	F	C2	21	124	PA	22	133	PA	16	114	PA	15	123	PA	34	116	PA	74	441	Advanced
HARRIMAN, MOHAMMAD M. State ID#: 99770038 DOB: 11/28/1997	М	C2	21	124	PA	21	118	PA	20	145	PA	16	132	PA	38	135	PA	78	462	Advanced
HOCHSTETLER, SONIA M. State ID#: 99770037 DOB: 08/07/1997	F	C2	9	84	BP	22	133	PA	6	87	BP	9	97	BP	14	86	BP	46	388	Nearing Proficiency
KEHOE, JAYDON J. State ID#: 99770036 DOB: 03/16/1997	М	C2	19	111	PA	19	105	PA	12	102	PA	9	97	BP	28	105	PA	59	406	Proficient
KINGSTON, RYAN J. State ID#: 99770035 DOB: 11/24/1997	F	C2	21	124	PA	22	133	PA	16	114	PA	15	123	PA	34	116	PA	74	441	Advanced
KIPP, ISAIAS D. State ID#: 99770034 DOB: 03/02/1997	М	C2	20	116	PA	17	98	BP	19	130	PA	14	116	PA	37	127	PA	70	428	Proficient
KLING, EMILIA D. State ID#: 99770033 DOB: 09/26/1997	F	C2	21	124	PA	22	133	PA	20	145	PA	16	132	PA	39	150	PA	79	470	Advanced
KRAEMER, ALONZO P. State ID#: 99770032 DOB: 03/13/1998	М	C2	22	139	PA	21	118	PA	18	122	PA	16	132	PA	37	127	PA	77	455	Advanced
LAVALLEE, MIRACLE A. State ID#: 99770031 DOB: 03/24/1998	F	C2	14	95	BP	21	118	PA	15	110	PA	11	103	PA	28	105	PA	61	410	Proficient

Legend: RS: Raw Score; Max RS: Maximum Possible Raw Score; SS: Scale Score; — indicates test not taken BP = Below Proficient PA = Proficient or Above Note: Any students who took the assessment with non-standard accommodations are marked with † symbol.

Page 1 of 1

The MontCAS ELP School Roster report lists all students—in a single school in a single grade—who took the MontCAS ELP in a certain year. The School Roster report includes the following information:

Section A shows the grade, the assessment year, the school name, and system name.

Section B lists each student alphabetically, along with his or her state student ID number, date of birth, and gender. The Test Form column identifies the specific test form administered to the students.

Section C lists each student's raw score (RS), scaled score (SS), and proficiency level (Prof), in each

language domain (Speaking, Listening, Reading, Writing, and Comprehension). Note that the Comprehension score is based on a subset of items from the Listening and Reading sections of the assessment. The language domain proficiency levels are: Below Proficient (BP) and Proficient or Above (PA).

Section D lists each student's Total MontCAS ELP raw score, total scaled score, and proficiency level: Novice (N), Nearing Proficiency (NP), Proficient (P), and Advanced (A).

Montcas (Montana Comprehensive Academinal System) English Language Proficiency Assessment

ABC System (9999)

SYSTEM SUMMARY REPORT

English Language Proficiency (ELP) Assessment
Grade 4





Test Form: C1, C2 Test Date: Fall 2007



	Listening		Speaking		Reading		Writing		Comprehension			Total			ı
Proficiency Level	Scaled Score Range	Number and Percent of Students	Proficiency Level	Scaled Score Range	Number of Students	Percent	Ì								
Proficient or	At or Above	13	At or Above	13	At or Above	14	At or Above	11	At or Above	14	Advanced (A)	At or Above 430	8	50%	
Above (PA)	99	(81%)	99	(81%)	99	(88%)	99	(69%)	99	(88%)	Proficient (P)	397 - 429	5	31%	I
Below Proficient	Below 99	3	Below 99	3	Below 99	2	Below 99	5	Below 99	2	Nearing Proficiency (NP)	374 - 396	2	13%	
(BP)		(19%)		(19%)		(13%)		(31%)		(13%)	Novice (N)	Below 374	1	6%	Ì
	N Students:	16		N Students:		16	1								
	Mean Scaled Score:		Mean Scaled	Score:	Mean Scaled Score:		Mean Scaled Score:		Mean Scaled Score:			Mean Scaled Score:			ı
•	System: State:	113.4 108.0	System: State:	118.4 112.9	System: State:	114.3 101.8	System: State:	114.4 91.1	System: State:	114.6 103.9		Syste State:		427.9 402.3	l
D	Median Scale	ed Score:	Median Scale	d Score:	Median Scale	d Score:	Median Scale	ed Score:	Median Scale	ed Score:		Median Scale	ed Score:		I
	System: State:	116 107	System: State:	118 110	System: State:	114 105	System: State:	123 94	System: State:	114 104		Syste State:		430 403	

Legend: Mean Scaled Score: The arithmetic average of a set of scaled scores. It is found by adding all the scores in the distribution and dividing by the total number of scores.

Median Scaled Score: The middle score in a distribution or set of ranked scaled scores. Half the scores in the set are below the median, and half are above it (the 50th percentile)

Use of the information by schools and teachers to assist students is encouraged.

The MontCAS ELP System and School Summary Reports show the distribution of scores by grade within a system or school. The reports are produced even if the number of LEP students in a particular grade is very small. Reports for less than 10 students include a footer indicating that they may not be distributed to the public; the student information is protected by The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).

Section A shows the grade, the assessment year, and the system name.

Section B For each language domain (Speaking, Listening, Reading, Writing, and Comprehension), the report shows—in the Number and Percent of Students columns—the number and percent of students whose scores placed them in each of the two Proficiency Level groupings: Below Proficient (BP) and Proficient or Above (PA).

Section C The Total MontCAS ELP section shows scaled scores corresponding to each of 4 overall proficiency levels—Novice (N), Nearing Proficiency (NP), Proficient (P), and

Advanced (A). The Number of Students column shows the number of students whose performance placed them in each category and the Percent column represents that number as a percentage of the students in this grade who were tested. For example, the 5 in the Proficient (P) cell of the sample report above indicates that 5 students in the system scored in the Proficient (P) range, which is 31% of the students in this grade.

Section D The N Students line shows the total number of students in the system in this grade for whom there is a language domain score and a total score. For example, the sample report shows that 16 4th-grade students took the Listening Test. The Mean Scaled Score line shows the average scaled score in each domain and overall for all tested students in the system. For example, the sample report shows that the mean scaled score on the Listening Test for this system was 113.4. The Median Scaled Score line shows the median scaled score in each domain and overall. The state mean and median are also shown for each domain and overall. Note that means and medians are shown only if N is 10 or greater.



MontCAS English Language Proficiency Assessment		English I	Language Prof 2007 All applic	P Linda McCulloch, Superintender Nones College Paul Besigner Ro Sp a 50081 - Paul Besigner Ro Sp a 50081 - Paul Besigner Roman Sp College Paul Besigner Roman Sp Cell Sp College Paul Besigner Roman Sp Cell Sp College Paul Besigner Roman Sp Cell Sp					
			9999) ABC System	d in 2007: 122	Number of stude	B nts tested in both 200	6 and 2007: 109 ((89.3%)	
	w [2007 Profic	ciency (Grades 1-12))	2006	2006		
		Novice	Nearing Proficienc		Advanced	2006 Total 17 (15.6%)	Proficiency (Grades 1-12)		
		5 (4.6%)	10 (9.2%)	2 (1.8%)			Novice	Legend: Declining	
			12 (11.0%)	15 (13.8%)	4 (3.7%)	31 (28.4%)	Nearing Proficiency	Maintaining Gaining	
			2 (1.8%)	16 (14.7%)	31 (28.4%)	49 (45.0%)	Proficient		
				4 (3.7%)	8 (7.3%)	12 (11.0%)	Advanced		
G	2007 Total	5 (4.6%)	24 (22.0%)	37 (33.9%)	43 (39.4%)	109 (100%)	_		
					Summary				
			Decli		Maintaining		Gaining		
		Declined by more than one level		Declined by one level	Maintained the same level	Remained Advanced	Gained by one level	Gained by more than one level	
O		Number and Percent of Students (0 6 (0.0%) (5.5%)		8 (7.3%)	56 (51.4%)	6 (5.5%)	
		Total 6 (5.5%)			33 (30.3%)				

The MontCAS ELP System Growth Report shows the proficiency level profile within a system for those students who were assessed with the MontCAS ELP in both 2006 and 2007 (and have been confirmed by a State ID # match). Please note that System Growth Reports are provided only when there are 10 or more students who were tested (and matched by State ID #) in both 2006-2007 and 2007-2008 MontCAS ELP assessments. If the system has fewer than 10 students, Individual Reports should be examined to determine growth. The Growth Report includes the following information:

Section A shows the system name and total number of students from the designated grade or grades tested in 2007. The sample report shows growth for grades 1-12. Kindergarten is not included in the sample because these students were not tested in the prior year.

Section B shows the total number (and percentage) of students assessed in 2007 and matched by State ID # to 2006.

Section C shows a distribution of students by proficiency level for both 2006 and 2007 and how the proficiency of students in 2006 changed in 2007. Student proficiency level in 2006 is shown in the rows and summarized in the

second to the last column on the right. So, for example, 31 students (28.4%) performed at the Nearing Proficient level and 49 students (45.0%) at the Proficient level in 2006. Student proficiency level in 2007 is shown in the columns and summarized in the last row on the bottom. So, for example, 37 students (33.9%) performed at the Proficient level in 2007. Thus comparing the 2006 Total column to the bottom row (2007 Total) shows how the distribution of performance for these students changed from 2006 to 2007. Each cell in the table shows how the students at a particular level in 2006 changed in 2007. So, for example, of those 49 students (middle row) who performed at the Proficient level in 2006, 16 (14.7%) tested at Proficient in 2007, and 28.4% tested at Advanced. The cells on the diagonal (upper left to lower right) show students whose proficiency level did not change. Those below the diagonal declined one or more levels from 2006 to 2007 and those above the diagonal gained one or more levels from 2006 to 2007.

Section D summarizes the changes from 2006 to 2007 shown in the upper panel. The bottom row aggregates students according to how their level changed and categorizes them as declining, maintaining, or gaining. Students who tested at Advanced (A) in both 2006 and 2007 were counted in the `gaining' category.

Using MontCAS ELP Results

Monitoring Progress. MontCAS ELP test results can be used to determine whether students are making progress in developing English proficiency overall and within each language domain. To make comparisons between one year and the next, proficiency levels should be used. (Note that within a grade span, scaled scores can also be compared from year to year, as long as the student is being assessed with the sameletter form. Scaled scores cannot be used to monitor progress from year to year when students have moved to the next grade span, that is, in 1st grade, 3rd grade, 6th grade, and 9th grade.)

Informing Instruction. MontCAS ELP test results can be used to design instruction that capitalizes on students' strengths and addresses their weaknesses. Proficiency levels provide useful information on an individual student's profile across the language domains. For example, two students may both score as Proficient overall but have different strengths and weaknesses in the language domains. One may be lagging behind in Speaking, the other in Reading. With this information, instruction can be tailored to the individual student's needs.

Montana's Definition of "Proficient" for LEP Students Who Participate in the English Language Proficiency Assessment

In order to determine when LEP students become proficient districts will take into account multiple measures which include:

- A score of Proficient (P) or Advanced (A) overall on the ELP assessment along with a rating of Proficient or Above (PA) in all domains (listening, speaking, reading, and writing). Students scoring as Proficient(P) should demonstrate a proficient score on the ELP assessment for two consecutive years. Students scoring as Advanced(A) along with additional measures and teacher input would be considered proficient and not expected to take the ELP assessment again.
- Input from additional measures of reading, writing, or language development available from school assessments that link to the district process in place for the identification of LEP students.

This recommendation is based on input from representative school district staff members that serve LEP students across the state, a review of practices in other states, and input from psychometricians.









Linda McCulloch, Superintendent

Montana Office of Public Instruction PO Box 202501 Helena, Montana 59620-2501 www.opi.mt.gov